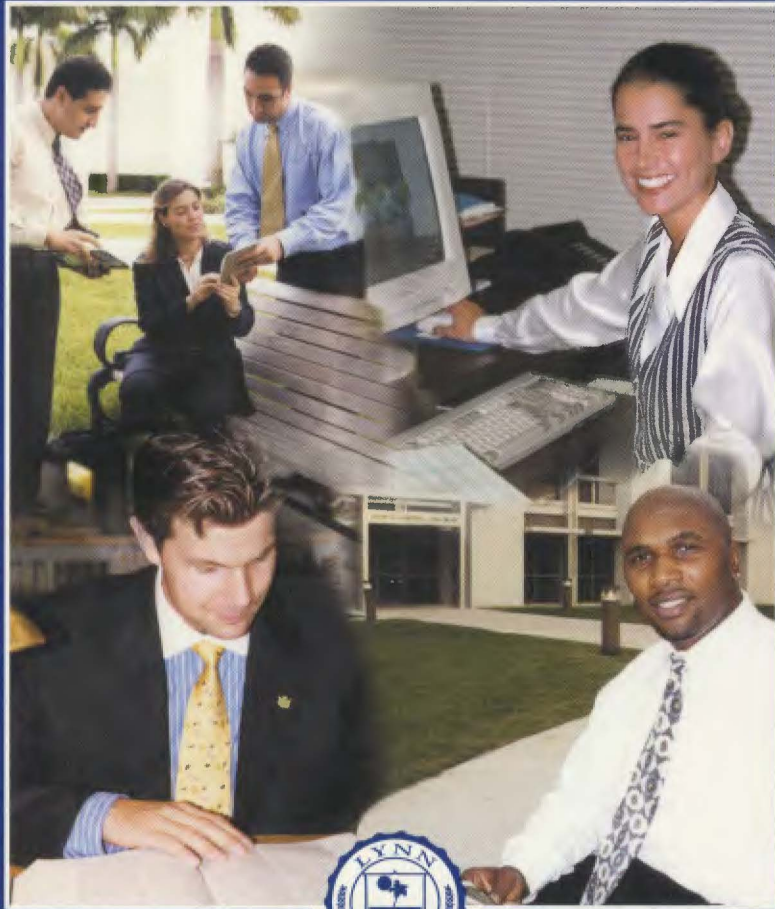


LYNN UNIVERSITY

College of Graduate Studies



Catalog
2000-2001

LYNN UNIVERSITY GRADUATE CATALOG

2000-2001

Lynn University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools
(1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4501)
to award associate, baccalaureate, master's and doctoral degrees.

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Accreditation and Membership

Lynn University is accredited as a Level V institution by the Southern Association of Colleges and Schools and holds membership in:

American Association of Collegiate Registrars and Admissions Officers
American Association for Counseling and Development
American Board of Funeral Service Education, Inc.
American Conference of Academic Deans
American Council of Education
American Hotel and Motel Association
American Library Association
American Physical Therapy Association
Association for College Union International
Association of Collegiate Schools and Programs
Association for Gerontology in Higher Education
Association of Higher Education
College Placement Counsel
Commission on Accreditation for Physical Therapy Education
Council for the Advancement and Support of Education
Council for Adult and Experiential Learning
Council on Hotel, Restaurant and Institutional Education
European Council of International Schools
Florida Association of College Registrars and Admissions Officers
Florida Association for Counseling and Development
Florida Association of Private College and University Admissions Officers
Florida Association of Student Financial Aid Administrators
Florida College Health Nurses Association
Florida Funeral Directors
Florida Hotel and Motel Association
Florida Personnel and Guidance Association
Florida Physical Therapy Association
Florida Restaurant Association
Independent Funeral Directors
National Association of College Admissions Counselors
National Association of Colleges and Universities Business Officers
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Association for Foreign Student Affairs
National Collegiate Athletic Association
National Funeral Directors Association
National Intercollegiate Flying Association
National Restaurant Association
Palm Beach Hotel and Motel Association
Southern Association of Colleges and Schools
Southern Association of College Admissions Counselors
Southern Association of Student Financial Aid Administrators
Southern Business Administration Association
Southern College Art Conference
Southern Regional Education Board: Council on Collegiate Education for Nursing
State Board of Independent Colleges and Universities
The College Board
University Aviation Association

Lynn University admits students of any race, color, gender, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Lynn University does not discriminate on the basis of race, color, gender, religion, national and ethnic origin, disability, or age in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.



Message from the President

WELCOME TO LYNN UNIVERSITY !

It is my pleasure to welcome our graduate students to Lynn University. Pursuing graduate studies is a serious endeavor requiring dedication and enthusiasm, and I applaud your active perseverance of lifelong learning.

Over the past ten years, Lynn has strengthened its commitment to graduate education, consistently developing programs of exceptional potential with real world applications. The implementation of the University's first doctoral degree program in Educational Leadership with a Global Perspective has not only raised the entire institution's accreditation level, but has enhanced Lynn's ability to attract highly credentialed faculty with extensive research accomplishments and capabilities.

Lynn University offers graduate students a dynamic, global academic environment in which to study and learn. Upon completion of your degree at Lynn, you will have received a top-rate graduate education, along with a sound understanding of what it takes to succeed in the real world.

I wish the best of luck to each of you in this exciting academic endeavor.

Sincerely,

Donald E. Ross,
President

MESSAGE FROM THE GRADUATE FACULTY AND STAFF

Welcome to Lynn University's College of Graduate Studies.

Our **M.B.A.**, **M.Ed.** and **M.S.** degree programs are responsive to the development trends in both private and public sector organizations and businesses. Our Master's curriculum is designed to provide students with the knowledge and skills that characterize the successful manager-leader to succeed in an ever-changing environment often characterized by limited resources, cross-cutting goals and purposes.

Our **Ph.D.** is an acknowledgment of these powerful forces at play and provides scholarly preparation with an international perspective, specifically targeting innovation and leadership in academic and non-academic settings. Our doctoral curriculum is designed to prepare graduates as educational innovators and knowledge builders who understand the trends and transformations that mark the millennium and radically change the way we think about education and where it should be provided.

We believe that our graduate programs provide a unique perspective on the ways in which we can function creatively in a constructive and productive way to address problems both as an inter-related community-nation and as an inter-linked global society.

We welcome you to membership in the Lynn community.

MISSION OF THE UNIVERSITY

Founded in 1962 and located in Boca Raton Florida, Lynn University is a private coeducational institution whose primary purposes are education, the preservation, discovery, dissemination and creative application of knowledge, and the preparation of its graduates with the academic foundation for life-long learning. Service, scholarly activity including research, and ongoing professional development allow the faculty, in conjunction with the entire University community, to fulfill its purposes: facilitating student-centered learning and fostering the intellectual life of the University. The University offers Associate, Baccalaureate, Master, and Doctoral degrees as well as non-credit continuing education programs. Breadth, depth, and application of learning are the bases for competencies in all programs. Graduate curricula promote advanced or expert knowledge and scholarship. Programs are delivered through a variety of venues, including a traditional residential campus setting, distance education, off-campus sites, and international locations.

The University admits applicants with varying backgrounds and levels of academic proficiency who demonstrate potential for academic success. The student body includes traditionally aged and adult learners from the United States and many other nations. Academic programs are coordinated with a range of support services, extra-curricular activities, international and cultural exchange programs, and career opportunities to promote students' ongoing intellectual, professional and personal development. Education, service and leadership are emphasized throughout the University experience.

The Board of Trustees, administration, faculty, staff, students, and alumni play an integral role in ongoing assessment, planning, evaluation, and governance to enable the University to improve and to demonstrate institutional effectiveness in the following areas: educational programs, delivery systems, public service functions, support services, and administrative operations. Lynn University will have fulfilled its purpose if its graduates leave with knowledge, confidence, competencies, and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for life-long learning.

(Approved by the Board of Trustees 3/26/99).

HISTORY OF THE UNIVERSITY

Lynn University was originally founded in 1962 as Marymount College, a two-year junior college for women. In December 1967, the College achieved the distinction of obtaining accreditation from the Southern Association of Colleges and Schools at the earliest possible date.

The College became coeducational in 1972, and later in 1974 the institution was renamed the College of Boca Raton. In 1982, the College expanded its offerings to include Bachelor's degrees and offered its first Master's degree program in 1985.

Based on the institution's goal of expanding its focus nationally and internationally, the Board decided to attain university status, which was accomplished in September 1991. Coinciding with that important event, the institution was renamed Lynn University. In this decade, the University has explored and implemented a variety of new degree programs at the Master's and Doctoral levels.

On the graduate level, the M.P.S. degree was eliminated in 1997 and replaced with M.S. and M.B.A. degrees. In the fall of 1998, the Ph.D. in Educational Leadership with a Global Perspective was initiated.

THE MISSION OF THE COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies provides an intellectually stimulating environment where students gain knowledge and competencies necessary to become global leaders and life-long learners. We attract students from a variety of backgrounds, whose aim is to become leaders in their fields. We seek to enhance the career advancement of working professionals.

The College of Graduate Studies fulfills the mission of Lynn University by providing its graduates with the knowledge, competencies, and skills needed for leadership in the 21st century. In order to achieve these purposes, the curricula of our graduate degree and certificate programs are reviewed on a regular basis to assure the academic quality and relevance of course offerings.

Committed to individualized student attention and mentoring, our faculty foster and help learners realize the development of their innate leadership talents and intellectual abilities.

Our synergistic learning environment stimulates and challenges students to:

- Discover and maximize administrative talents and leadership abilities,
- Develop and expand critical thinking skills to facilitate application of theory to practice,
- Acquire a technologically-oriented frame of reference to identify, access and use knowledge and data bases efficiently and appropriately, and
- Cultivate a comprehensive understanding of the dynamics of global change to be able to distinguish its causes, effects, magnitude and cultural significance.

In this integrative learning process, students will understand the dynamic nature of our contemporary transformation into a global society, demonstrate effective leadership in addressing the ensuing opportunities and dilemmas, and make choices that foster innovative alternatives to address changing human needs.

More specifically, graduate students are expected to develop advanced competencies in critical thinking and analysis that will enable them to use and contribute to a variety of knowledge bases developed to deal with contemporary and future challenges.

HISTORY OF THE GRADUATE PROGRAMS AT LYNN UNIVERSITY

Graduate programs at Lynn University were initiated in 1985 with the introduction of the **Master of Professional Studies (M.P.S.)** in Eldercare and a *Graduate Certificate in Aging Studies*.

In response to the growing need for administrators in expanding fields, three new concentrations were added in 1992: Biomechanical Trauma, Hospitality Administration, and International Management.

During 1994 the Graduate Council initiated several major changes. Geriatric Care Management and Sports and Athletics Administration were introduced. Eldercare was changed to Health Care Administration (with a Nursing Home Administrator Licensure option). Also that year the **M.Ed.** program in Varying Exceptionalities and English for Speakers of Other Languages (**E.S.O.L.**) was offered.

In Fall 1996 a **M.S.** concentration in Criminal Justice Administration was added to the graduate offerings. In the fall of 1997, as part of the ongoing assessment and planning processes of the Graduate Council, the M.P.S. degree designation was discontinued and replaced with either the **M.S.** or the **M.B.A.**

In 1998, the **Ph.D.** in Educational Leadership with a Global Perspective was offered. The first doctoral cohort began classes in Fall 1998.

In Spring 2000, a review of graduate programs was conducted in an effort to refine and strengthen graduate programs. Based upon that review, the **M.S.** concentrations in Sports and Athletics Administration and Hospitality Administration degrees were discontinued effective Fall 2000. The **M.B.A.** specializations in Sports and Athletics Administration and Hospitality Administration were maintained. The term concentration was replaced with specialization.

DEGREES, PROGRAMS AND CERTIFICATES

The College of Graduate Studies offers four types of degrees: the **M.B.A.**, **M.Ed.**, **M.S.** and the **Ph.D.** The 36-credit **M.B.A.** is available with specializations in International Management, Health Care Administration, Hospitality Administration (Hotel, Restaurant, Tourism), and Sports and Athletics Administration.

The two **M.Ed.** programs include: a 36-credit research-oriented degree with certification in Varying Exceptionalities and a 42-credit practitioner-oriented degree in Varying Exceptionalities with a teaching endorsement in **E.S.O.L.**

A 36-credit **M.S.** in Administration is available with specializations in Biomechanical Trauma and Criminal Justice Administration. A 42-credit **M.S.** in Administration with specialization in Health Care Administration (with an available Nursing Home Administrator Option) is also offered.

In addition to the degree programs, three certificate programs are offered in Aging Studies, Health Care Administration, and Geriatric Care Management.

A post-baccalaureate diploma course of study, called the Professional Studies Diploma Program is available through The Conservatory of Music at Lynn University. This two-year program's primary focus is advanced music performance education.

On the doctoral level, a 60-credit **Ph.D.** is offered in Educational Leadership with a Global Perspective with two specializations: Educational Leadership or Corporate Leadership.

GRADUATE TUITION AND FEES

Note: The University reserves the right to change, with or without notice, any of the fees printed in this catalog. Increases should be expected in subsequent years.

Limited space is available in student housing for graduate students. For information on costs of room and board, contact the Office of Student Services.

2000-2001 Tuition And Fees

Application Fee	\$ 50
International Student Deposit	\$ 200
Tuition Deposit (each Term)	\$ 200
Master's Degree per credit hour	\$ 425
Doctoral Degree per credit hour	\$ 535
Dissertation Continuation Fee (each Term)	\$ 100
Registration Fee (each Term)	\$ 30
Late Registration Fee*	\$ 25
Course Withdrawal Fee	\$ 5
Course Audit Fee	\$ 500
Transcript Requests (per transcript)	\$ 5
Graduation Fee	\$ 130

*Approval must be obtained in writing from the Dean of the College of Graduate Studies. A fee will be charged for late registration per registration.

Non-Refundable University Fees

All application fees, tuition deposits, registration fees, residence hall deposits (only for graduate students living on campus), and deferred payment charges are non-refundable.

FINANCIAL AID

For all financial aid programs, the Free Application for Federal Student Aid (FAFSA) must be completed and mailed to the Federal Processing Center. In approximately three weeks a report will be mailed to the student and one to Lynn University. Lynn University will then determine the student's eligibility for the loan programs. An award letter must be signed by the student. Financial aid transcripts must be received from all prior schools, even if no financial aid was received, and all verification items (financial and eligibility status) must be completed before loan applications are submitted to the bank.

International Students are not eligible for federal financial aid.

Publications regarding grants and scholarships are available in the Office of Student Financial Services.

Federal Loans

Federal Stafford Student Loans. Funds for this program are provided directly by banks, credit unions and other lending institutions. Federal Stafford Loans are need-based. The maximum amount available per academic year for a graduate student is \$ 8,500. The interest rate on this loan is a variable rate not to exceed 8.25%. Repayment begins six months after leaving school, and students have up to 10 years to repay.

Unsubsidized Federal Stafford Student Loans. Funds for this program are provided directly by banks, credit unions, and other lending institutions. The Unsubsidized Federal Stafford Loan is not need-based. However, a determination of a student's need has to be made before eligibility can be met.

The maximum amount available per academic year is \$ 18,500, and if combined with the Federal Stafford Loan Program cannot exceed this limit. Students pay the interest during in-school and deferment periods. Students will be required to pay an origination fee and insurance fee of 4%. Repayment begins six months after the student stops attending school at least half-time. The borrower is responsible for the interest during the grace period and has the option to pay it or have it capitalized as agreed by the borrower and lender.

Assistantships

A limited number of Graduate Assistantships are available each year. Applications for a Graduate Assistantship must be submitted before June 15th for the next academic year, which begins in September. To be eligible, applicants must have completed the application process with all appropriate documentation and be fully admitted to the University. Students with a Probationary Admission are not eligible to apply. In addition, students must demonstrate financial need, have a 3.0 grade point average or higher, and meet specific qualifications.

Assistantships cover the cost of full-time tuition (6 credits for each 10 week term) for Terms 1 through 3. A total of 36 weeks of employment is required at 20 hours per week. Applications can be obtained in the Office of Student Financial Services.

Scholarships

Private Scholarships. A limited number of private scholarships are available. Applicants must have a 3.0 grade point average, demonstrate financial need, and submit letters of recommendation. Applications may be obtained in the Office of Student Financial Services and must be submitted at least two weeks prior to the beginning of the term to be considered.

Conservatory of Music. Students accepted to the Conservatory of Music are eligible for full-tuition scholarship.

Education Scholarships. Master's or Doctoral students who are active, full-time employees of an educational institution may qualify for an Educational Scholarship tuition reduction of \$135 and \$145 respectively per credit hour. For qualified M.Ed. students, the tuition is \$290 per credit hour; for qualified Doctoral students, the tuition is \$380 per credit hour. In addition, Doctoral students who are employed full-time as corporate training and development specialists may also be eligible.

Students must submit both a current employment verification letter each year and the class registration form each term to the Office of Student Financial Services for scholarship approval.

Criminal Justice Administration Scholarships. Graduate students in the M.S. in Administration with specialization in Criminal Justice may qualify for a scholarship reduction of \$125 per credit hour from the usual tuition of \$425 per credit hour. The scholarship rate of \$350 per credit hour is available if they meet one of the following criteria:

(a) Sworn as a law enforcement officer for a municipal, state or federal agency or (b) employed in the administration of police or security work at the municipal, state or federal level or through a private agency engaged on the protection of life or property. Students must submit both a current employment verification letter each year and the Class Registration Form each term to the Office of Student Financial Services for scholarship approval.

Veterans Benefits

Lynn University is approved for veterans training. Students are required to achieve a specified level of academic performance. Failure to do so will result in termination of benefits.

Standards of Satisfactory Academic Progress

Financial Aid is awarded contingent upon the recipient's maintaining satisfactory academic standing and progress towards a degree.

Every student on financial aid will have his/her cumulative grade point average evaluated at the end of the Term 3 semester each academic year. At that point, the student must have a cumulative grade point average of 2.0. If the student falls below a 2.0, he/she will be placed on financial aid probation for the following academic year. The student will be allowed Title IV financial assistance during the probationary period. A student will be removed from probationary status if he/she brings his/her cumulative grade point average to a 2.0 or better.

NOTE: A GPA below 3.0 places a Master's student on academic probation (below 3.5 for Doctoral students). These GPAs are also the GPAs that must be maintained in order to matriculate and graduate from Lynn University.

If the student has completed a second academic year of attendance at this university, he/she must have a 2.0 cumulative grade point average at the end of the Spring semester to retain Title IV funding for the following academic year. There will not be a probationary semester.

A student receiving Title IV funding must complete his/her degree within a specific time frame as follows:

- a. Ph.d. Full-time: 15 terms (5 years)
- b. Masters Full-time: 9 terms (3 years)
Part-time: 18 terms (6 years)

Each Title IV recipient must meet a specific measurement of academic progress within the specified time frame as follows:

- a. Ph.d. Full-time: 12 credits (annually)
Part-time: 5 credits (annually)

A course withdrawal(s) or incomplete(s) will be evaluated as a non-completed course, and will not be counted towards the time frame requirement. A repeated course will be counted as a regular course.

If there has been undue hardship (i.e. medical, death, divorce), a student may appeal these standards. Appeals must be directed to the Office of Student Financial Services for review by the Financial Aid Committee. The Office of Student Financial Services will notify the student within 30 days of the Financial Aid Committee's decision.

Graduate Assistantships require a 3.0 grade point average at the end of each Graduate Term.

The Standards of Academic Progress applies to:

Federal Stafford Loans (Subsidized and Unsubsidized)

Withdrawal and Refund of Aid to Financial Aid Accounts

If a graduate student withdraws from Lynn University prior to the first week of the term, and if financial aid has been used to pay all or any portion of the charges, the federal financial aid programs from which the funds were disbursed will be refunded to the appropriate agency in accordance with a formula required by federal regulations. The mandated order of the refund shall be: Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, other federal sources, other state, private or institutional aid, and then to the student.

If a student withdraws any time during a semester ALL LYNN UNIVERSITY grants and scholarship funds must be restored one hundred percent (100%) to the University accounts.

This policy may result in a financial obligation to the University which is payable at the time of withdrawal.

Tax Law

Under current Internal Revenue Service regulations, any scholarships or grants that exceed tuition, fees, books and supplies must be reported as taxable income on the student's tax return. For a student who resides in a country that does not have a tax treaty with the United States, the University must withhold 14% of the award in excess of the amounts used for tuition, fees, books, and supplies. The University remits this 14% to the IRS as federal income tax withheld. Each year all international students will be required to file a 1040NR with the Federal Internal Revenue Service by April 15th. Failure to file this form will jeopardize future scholarship awards to a student.

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PART 2

ETHICAL AND ACADEMIC STANDARDS

Introduction

Lynn University has developed a conceptual model for differentiating the goals, expectations and outcomes for baccalaureate, graduate and doctoral level learning. This model represents the way in which our faculty set standards and expectations for learners' performances, construct their course syllabi, choose the learning experiences for their students, design projects to maximize learning and set the criteria for evaluating student performance and mastery of the doctoral requirements. Similarly, learners can use these dimensions to evaluate their knowledge and skill levels, as well as their learning experience and progress.

The **Model** employs seven dimensions that define the learning experience and its expected outcomes:

1. **Course Requirements:** Those expectations for the level of mastery to be achieved through completion of the course.
2. **Teaching Methodology:** Those roles and relationships that shape the learning domain along with the nature of the exchange and flow of ideas, thought, information, knowledge, and data during a course.
3. **Learner Goal:** The primary and overriding goal of the learning process.
4. **Course Text(s) or Literature in the Field:** The level and modalities used to access ideas, concepts, theories, information, knowledge exchange.
5. **Technology Infusion:** The expectations for use of technology in courses and independent scholarly work.
6. **Expected Course Outcomes:** The specific knowledge and skills to be developed during the course.
7. **Evaluative Measures:** Those ways and means in which knowledge and skills acquisition are cultivated.

Undergirding each level is the minimum knowledge to be achieved for the specified degree program. This model provides a basis for assuring that students and faculty understand and share the expectations for the appropriate level of education and its outcomes.

Table1. Lynn University's conceptual distinction between and Undergraduate and Graduate / Doctoral level expectations

Dimensions	Undergraduate Level	Master's Level	Doctoral Level
Course Requirements	Grasp of Discipline Knowledge, its Purposes & Basic Competencies	Mastery of Knowledge, Evaluation of its Application and Results	Scholarship/Contributing to Knowledge Base
Teaching Methodology	Teacher as Expert Lecture, Discussion, Frequent Testing & Feedback, Learner-Centered, Group Learning	Shared Mastery: Seminars, Active Learning, Mentoring, Individualized	Shared Expertise, Learner-Centered, Conceptual Block, Practica, Nurture Scholarly & Intellectual Development
Learner Goal	To Access & Use Field Resources/Knowledge to Understand & Analyze a Problem or Issue	To Use Knowledge & Research in Practice to Solve Problems or Pose Alternatives	To Develop Conceptual Models for Effective Practice & Research, Informs the Knowledge Base
Course Text(s) or Literature in the Field	Introductory-Intermediate Texts, Anthologies, Videotapes, <i>Internet</i> , Web Page Construction	Advanced Texts, Professional Journals, Bibliographies, Videotapes, <i>Internet</i>	<i>Internet</i> , Expert Field, Professional Electronic Journals, Annotated Bibliographies
Infusing Technology	To access & use computer as a course resource for learning, designing & using Web pages	<i>Internet</i> as data source for information to address professional & practice trends/issues	<i>Internet</i> as source for collegial discourse, data bases, information gathering & dissemination
Course Outcomes	Ability to Summarize, Describe/Integrate Core Curriculum Knowledge & Skills with Major-Develop Critical Thinking Skills	Ability to Analyze Research, Examine, Questions & Synthesize Course Knowledge, Use Critical Thinking Effectively	Ability to Conceptualize, Critique Theory & Practice, Critical Thinking, Knowledge Building, Innovation
Evaluative Measures	Substantive Knowledge Development: Objective Tests, Presentations, Research Papers & the Major Thesis	Applied Theory to Practice: Oral & Written, Individual & Group Presentations, Graduate Projects	Applied Research Practice: Individual Practica, Comprehensive Examination, Dissertation Proposal & the Dissertation
Knowledge Level to be Achieved	INTRODUCTORY-INTERMEDIATE	ADVANCED	EXPERT

Student Responsibility

Lynn University encourages its students to take the major responsibility for their own academic activities and to accept the resulting consequences. No student should behave or act in a manner that would harm the educational environment or diminish the learning experience of any other member of the academic community.

Each student is responsible for a knowledge of and adherence to regulations regarding registration, withdrawal, degree plan, deadlines, graduation requirements and the payment of tuition and fees.

Grade Review Process

A final course grade may be reviewed the following term only on the basis of prejudice or miscalculation. This review process is as follows: (1) A student would meet with the instructor. (2) If unsuccessful, the student may then meet with the instructor's immediate supervisor (Dean of College of Graduate Studies) by submitting a written statement with evidence supporting his/her case. (3) If this request is denied, the student must convince one member of the Academic Grade Review Committee of the merit of his/her case. (4) If one member of the committee is convinced that there was prejudice or miscalculation involved, the Academic Grade Review Committee will convene within two (2) weeks of the final request by the student to determine the results.

For a disputed test or paper grade, the student must first review the issue with the instructor. Then the student may review the issue with the instructor's immediate supervisor (Dean of College of Graduate Studies) by submitting a written statement. This process must take place within seven (7) days from the date of the student's notification of the grade.

Appeal of a Decision Relating to the Application of Degree Requirements for Admission to, Progression Through, or Dismissal from a Degree Program

The academic requirements and regulations set forth in this catalog are the minimal requirements established by the University. Students are also obligated to meet all additional requirements established for degree programs ("Degree Requirements"). These may include specific admission requirements, standards for satisfactory progress (progression requirements), and graduation requirements. It is the responsibility of students to be knowledgeable of the academic standards in their degree program.

Prior to initiation of the following review and appeal process, students are encouraged to discuss the decision or academic requirement with the degree Program Coordinator (Program Director). This may be by appointment or by telephone conversation.

Any student enrolled in Lynn University requesting relief from the Degree Requirements as it relates to that student, or claiming to be aggrieved by any decision relating to his or her own admission to, progression through, or dismissal from a degree program, shall have the right to request review of such decision in accordance with the following procedures:

1. All appeals shall be in writing and shall be delivered to the appropriate Program Coordinator. The student shall deliver a written request for review of the decision with the Program Coordinator of the appropriate degree program within thirty (30) days after the date the decision became effective. The written request for review shall include: (i) a written justification as to why the student believes the decision is erroneous or he or she should be granted relief from a Degree

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Requirement, (ii) the relief requested by the student, (iii) and all other relevant information. A student who fails to request review of the decision within thirty (30) days after the date the decision became effective, shall be deemed to have waived the right to request review of the decision.

1.1 Upon receipt of a written request for review and justification, the Program Coordinator shall place the request in the student's counseling records in the respective degree program and forward a copy to the Dean of the College of Graduate Studies.

1.2 In considering the student's request, the Program Coordinator shall consult with the Dean of the College of Graduate Studies, may consult with faculty members of the respective degree program and may consider any other evidence the Program Coordinator determines to be relevant. Also, at his or her sole discretion, the Program Coordinator may hold a meeting with the student or with appropriate faculty members, or both, in person or by telephone conference, to obtain other information or evidence the Program Coordinator determines to be necessary.

1.3 If the Program Coordinator determines that sufficient grounds exist such that relief would be appropriate, the Program Coordinator may grant the relief requested, or may grant any other relief the Program Coordinator finds to be appropriate under the circumstances. Sufficient grounds for relief include any extraordinary or extenuating circumstances, but shall not include a student's lack of knowledge of the academic program standards.

1.4 The Program Coordinator shall send a written decision on the request to the student, including the reasons supporting the decision, within five (5) days (excluding Saturdays, Sundays, and holidays) of the date the student filed the written request with the Program Coordinator.

2. Any student who is not satisfied with the decision of the Program Coordinator on his or her request for review may deliver a written appeal with the Dean of the College of Graduate Studies. Such appeal shall be delivered within five (5) days (excluding Saturdays, Sundays, and holidays) of receipt of the written decision of the Program Coordinator. The written appeal shall include a copy of the student's written request for review to the Program Coordinator and accompanying documentation, as well as a copy of the written decision of the Program Coordinator.

2.1 The Dean shall consider all of the information and evidence considered by the Program Coordinator. In addition, the Dean may consult independently with the Program Coordinator and other faculty members of the College and may consider any other evidence the Dean determines to be relevant to the appeal. Also, at his or her sole discretion, the Dean may hold a meeting with the student, with the Program Coordinator, with appropriate faculty members, or any or all of them, in person or by telephone conference, to obtain any other information or evidence the Dean determines to be necessary to the proper disposition of the appeal.

2.2 The Dean may uphold or modify, in whole or in part, the decision of the Program Coordinator.

2.3 The Dean shall send a written decision on the appeal to the student within five (5) days (excluding Saturdays, Sundays, and holidays) of the date the student filed the written appeal with the Dean.

3. Any student who is not satisfied with the decision of the Dean on his or her appeal may deliver a written appeal with the Academic Dean, Office of Academic Affairs. Such appeal shall be delivered within five (5) days of receipt of the written decision of the Dean. The written appeal shall include: (i) a copy of the student's request for review to the Program Coordinator and accompanying documentation, (ii) a copy of the written decision of the Program Coordinator.

a copy of the written appeal to the Dean and accompanying documentation, and (iv) and a copy of the written decision of the Dean.

3.1 The Academic Dean shall consider all of the information and evidence considered by the Program Coordinator and the Dean. In addition, the Academic Dean shall consult with the Vice President for Academic Affairs, and may consult independently with the Program Coordinator, the Dean of the College of Graduate Studies, and other faculty members of the College. The Academic Dean may consider any other evidence the Academic Dean determines to be relevant to the appeal. Also, at his or her sole discretion, the Academic Dean may hold a meeting with the student, with the Program Coordinator, the Dean of the College of Graduate Studies, with appropriate faculty members, or any or all of them, in person or by telephone conference, to obtain any other information or evidence the Academic Dean determines to be necessary to the disposition of the appeal.

3.2 The Academic Dean may uphold or modify, in whole or in part, the decision of the Dean.

3.3 The Academic Dean shall send a written decision on the appeal to the student within five (5) days (excluding Saturdays, Sundays, and holidays) of the date the student filed the written appeal with the Academic Dean. The decision of the Academic Dean is final.

4. In cases where the Degree Program Coordinator and the Dean are the same person, step 2 is skipped and the appeal shall proceed from the Program Coordinator directly to the Academic Dean.

5. No aspect of the above proceedings may be audio or video recorded without the expressed, written permission of each person involved.

Note: Dismissal from a degree program does imply dismissal from the University.
(See Dismissal Policy of the University).

Academic Integrity

All members of the university community, faculty, administrators, staff, **AND** students are obliged to adhere strictly to the highest standards of academic integrity in study, research, instruction and evaluation.

To protect the integrity of the grading system and to affirm the importance of honesty and accountability in the academic community, the University imposes strict penalties for academic dishonesty.

Defining Academic Dishonesty

Academic dishonesty includes but is not limited to:

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or aids in any academic exercise.

2. **Fabrication:** Intentional and unauthorized invention or falsification of any information or citation in an academic exercise.

3. **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

4. **Plagiarism:** Intentionally or unintentionally representing the words, ideas or work of another as one's own in any academic exercise.

5. Infringing on the Academic Rights of Others: Such as defacement or theft of library material.

6. Falsification of Academic Records: Modification or changes on academic records.

Penalties For Academic Dishonesty.

A student found guilty of any act of academic dishonesty may be subject to the following maximum penalties:

1. **First Offense** - a grade of 'F' will be given for the course in which the irregularity occurred.
2. **Second Offense** - dismissal from the University.

A student may review a charge of academic dishonesty with the Academic Grade Review Committee.

Academic Probation

A student who falls below the required GPA, (3.0 for Master's, 3.5 for Doctoral) will be placed on academic probation. A student must maintain the appropriate GPA to graduate from the University.

Dismissal From The University

A graduate student may also be subject to academic dismissal due to a lack of academic progress, specifically when the graduate student has a second consecutive semester on academic probation. The academic records of these students are reviewed by their advisor and the Dean of the College of Graduate Studies. Based on their recommendations, a final decision will be made by the Dean of Academic Support Services.

If there are sufficient and extenuating circumstances, the student may request a review of the academic dismissal in writing to the Dean of Academic Support Services. The Dean will review the petition with the Dean of the College of Graduate Studies and make a recommendation to the Academic Vice President.

Dismissed students, with the exception of anyone dismissed for academic dishonesty, may apply to the University for re-admission after one year from the term of dismissal. Readmission decisions will be based on documentation of graduate-level academic achievement at another university.

Veteran students will have their benefits terminated if they fail to attain a 3.0 GPA (Master's) or 3.50 GPA (Doctoral) after two consecutive terms on probation.

The Institutional Review Board

The Institutional Review Board is responsible for reviewing all research involving human subjects. Its purpose is to assure that all research conducted at the University meets the appropriate standards to protect the rights of respondents or subjects in terms of their safety, anonymity, and confidentiality.

The Committee includes a minimum of four Lynn University faculty or staff, including, but not limited to two faculty members: one from the graduate programs and the second from the doctoral

program. The fourth member is selected in terms of special expertise that might be needed to evaluate the research proposal.

A Research Proposal must be approved by an advisor prior to submission to the Committee. The student must complete an Application for Review available from The College of Graduate Studies or the College of Education. The application is signed by both the student and the Advisor with four copies of the Research Proposal submitted to the office of Institutional Planning, Research and Effectiveness where all materials are received and reviewed to assure that the application is complete.

The Committee reviews the proposal if any special concerns or questions are identified, the student (and possibly the advisor) may be asked to attend the meeting to discuss the proposal. The student and advisor are notified in writing whether the Proposal is approved or needs modifications before final approval. Once approved, a copy of the letter is sent to the Registrar for the student's permanent file. A copy of the approval letter must also appear in the Appendix of the final document.

Lynn University Code Of Computing Practice

All Lynn University students and staff are expected to practice responsible and ethical behavior in their computing activities. While most computer users act responsibly, those who do not either through ignorance or intent, have the potential for disrupting others or even for stealing or damaging their work.

The University is responsible for securing its computing systems to a reasonable and economically feasible degree against unauthorized access and/or abuse, while making them accessible for authorized and legitimate uses. This responsibility includes informing users of the expected standards of conduct and the punitive measures for not adhering to them.

Policy. The Code of Computing Practice is for users of Lynn University computing resources. Disciplinary actions for violation of the Code shall be governed by applicable provisions of student handbooks, catalogs, faculty and staff books, and personnel policy manuals for the Information Technology Department.

It is expected that all users of computing services at Lynn University will act in an ethical, responsible and polite manner. Failure to adhere to the following or other University policies will lead to disciplinary action as identified in University handbooks, catalogs and policy manuals. Deliberate misuse can lead to discontinuation of computer access at a minimum and can lead to expulsion from the University, termination of Graduate Assistantships or prosecution by the Florida State Attorney or U.S. District Attorney.

The following seven major policy areas are identified and need to be reviewed on a regular basis by all graduate students to assure their compliance.

1. Respecting the Environment. Computing tools, like library resources or the telephone system are shared, public goods, often essential to the instructional, research, and/or administrative functions of the University. Any unauthorized, deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is a violation of this Code, regardless of system location or time duration. Therefore, the willful introduction of computer "viruses" or "worms" or other disruptive/destructive programs into the University computing environment, or into other environments via external networks to which the University is connected, is expressly prohibited.

Uses of any University computing or telecommunications device to gain unauthorized access to a non-University computing system is also prohibited, whatever the intent of such access may be.

Reasonable care should be exercised when using any University computing resource. For example, recommended PC power-up and shutdown procedures should be followed to reduce maintenance and breakage, diskette software should be handled carefully to reduce overhead costs, anger or frustration should not be vented on one's keyboard.

2. Taking Responsibility. Users are responsible for their assigned computing accounts. All users should insure that their user IDs (or user names) and passwords are secure, and take all reasonable precautions against others obtaining access to the resources intended only for Lynn University users.

Users must not attempt to subvert the restrictions or mechanisms associated with their computer accounts, such as unauthorized increase of memory quota or scheming to avoid accounting for the use of computer services.

3. Respecting Privacy. Users should apply standards of normal academic ethics and polite conduct to their use of University computing resources. Contemporary ethics demand the respect for privacy.

Unauthorized access of, damage of, or tampering with any information stored in a University computer is a direct violation of this Code and may be considered as grounds for expulsion from the University.

Improperly accessing or copying files related to research or coursework is a serious violation of this Code and may be considered academic misconduct. Persons who knowingly receive, divulge, or pass on University computer data that has been improperly accessed or obtained shall be considered accessories to the original infraction.

4. Obeying Copyright Laws. It is against the law to copy commercial software that has not been placed in the public domain or distributed as freeware or software. Piracy (i.e., copying a commercial software product purchased by a party other than yourself) injures all of us. It reduces the incentives for the software industry to invest in new projects, it reduces the willingness of vendors to support Lynn University computing through discount programs, and it makes violators (including the University) vulnerable to criminal procedures. Worse than any of these, software piracy is morally wrong. Indeed, it is indistinguishable from shoplifting or theft. That the theft takes place behind a computer screen makes the thief no less morally culpable.

5. Being Sensitive to the Needs of Others. During peak periods (e.g. class project times), the demand for computing resources may exceed the supply of workstations/terminals. Responsible computing demands that one is sensitive to the needs of all who seek to use such resources. During such peak periods, it may be necessary to limit one's use of computing technology to perform only the most essential tasks.

Consideration for others should also be a priority when one is using limited resources. When using campus computer laboratories, students must comply with the posted and published policies with regard to time limits, conduct, etc.

6. Using Civil Standards of Communication. Within the broad context of free academic discussion and debate, communications between and among the University community are expected to reflect high ethical standards and mutual respect and civility. It makes no difference

whether the communications medium is face-to-face exchange or via a local or national computer network.

University policies cover all such communications that are obscene, racist/sexist, harassing or threatening language or actions that clearly violate ethical standards and are as inappropriate for computer-mediated communications as for other forms of University discourse. Use of e-mail or computer networks to solicit junk mail, for-profit chain letters, etc. or to further any illegal activity is prohibited.

7. Prohibited Actions. The following list includes, but is not limited to some of the actions that are violations of the Lynn University Computing policies. This non-inclusive list may have additional items added over time. The student is expected not to:

- Modify system files (owned by root, etc.)
- Run unmonitored processes
- Create Runaway processes
- Store numerous or large files in temporary partitions for extending periods of time
- Attempt to hide one's true identity by changing one's user name or real name
- Use an account not owned by the assigned user
- Use unauthorized computing resources or facilities
- Attempt to access unauthorized systems
- Use the system to illegally access other systems
- Cause any unauthorized, deliberate action that damages or disrupts computing systems, alters its normal performance or causes it to malfunction
- Send obscene, racist/sexist, harassing or threatening language or actions
- Use unauthorized or unsolicited mass mailings
- Install, run or attach hardware into the Lynn University computing environment
- Run or install software not approved by the Information Technology Department

(Acknowledgments: the Florida International University Code of Computing Practice, 1997, pages 1-4)

PART 3

ACADEMIC POLICIES AND REGULATIONS

General Information

The University reserves the right to impose probation on any student whose conduct is unsatisfactory. The University further reserves the right, subject to University procedures, to require a student to withdraw at any time. Admission of a student that is premised upon false statements or documents is null and void upon discovery of the fraud, and credit previously earned by the student is voided.

There will be no refund of tuition, fees, charges, or any other payments made to the University in the event the operation of the University is suspended at any time as a result of any act of God, strike, riot, disruption, or for any other reason beyond the control of the University.

Upon dismissal or suspension from the University, there will be no refund of tuition and fees. Further, in the event that there has been only a partial payment of fees and tuition, the University will consider the balance due.

Admission of a student to Lynn University for any academic year does not imply that the student will be re-enrolled in any succeeding academic year.

The University makes every effort to assure completeness and accuracy in the catalog. However, due to the inevitable changing nature of listings and policies from year to year, possible errors, misprints, or omissions may occur, for which the University shall not be held liable.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provision or requirement, including fees, contained in this catalog at any time with or without notice.

Admission To Class

Students are permitted to enter class only after obtaining financial clearance from the Office of Student Financial Services and completing the formal registration procedure at the office of the Registrar located in the Green Center.

Campus Housing

A limited number of campus accommodations are available to graduate students on a space available basis. For applications and information about costs for room and board, contact the Office of Student Services.

Cancellation Of Courses

The University reserves the right to cancel any course for which an insufficient number of students have enrolled or for other reasons deemed necessary. No charge is made to a student for a registration change necessitated by such course cancellation.

Change Of Name, Address Or Marital Status

To insure that the University maintains accurate records, students who change their personal status (name, marital status, home address, etc.) should notify their advisor and the Registrar's Office as soon as possible.

Classification Of Graduate Students

A master's or doctoral student is classified as full-time if registered for six or more credits a term for three of the four terms during an academic year. A minimum of 6 credits each term is the requirement to qualify for federal financial aid. A student registered for less than six credits per term is considered part-time.

Course Schedule Changes

Graduate students may change their course schedule only within the one-week Add/Drop period following registration at the beginning of each term. The deadline is posted on The College of Graduate Studies Academic Calendar (www.lynn.edu).

Dismissal

The University reserves the right to dismiss any student who fails to meet the required standard of scholarship and to dismiss or suspend any student for violation of the rules of the University or for any reasonable cause. No reduction or refund of fees will be made in cases of a dismissal or suspension of a student.

Grading System

Faculty members have the responsibility of providing the University with an evaluation of the work of each student registered for their classes. Final course grades are entered on the student's permanent University record at the close of each term or quadrant.

Graduate students are expected to maintain a GPA of 3.0 each term, as well as throughout their graduate academic career. Doctoral students are required to maintain a GPA of 3.5. Graduate students unable to maintain the required GPA will be placed on academic probation.

Policy and Procedures for Failing Grades. Those who receive a grade of **F** are in a serious academic jeopardy. When this happens, their advisor(s) conducts a thorough review of the student's academic progress, in order to determine whether or not and under what circumstances the student(s) will be allowed to remain in the program. In turn, the advisor shares the review results with the Dean of the College of Graduate Studies, where a final determination is made. The student is informed of the decision in writing either to: (a) remain in the program with a plan for remediation or (b) be dismissed from their program and the University. For those who remain in the program, the failed course must be repeated the next term the course is offered.

For doctoral students, a grade of **F** is unacceptable for any reason. Receipt of this grade requires an immediate review of the student's progress by the advisor who reports these results to the Dean of the College of Graduate Studies for a final determination and action.

The graduate grading system of Lynn University is as follows:

- A** Excellent
- B+** Above Average
- B** Good
- C+** Below Average
- C** Minimum for Credit
- F** Failure

Other symbols in use and not included in computation of average include the following:

- W** Officially withdrawn from the course
- AU** Audit
- R** Repeated
- I** Incomplete
- IP** In Progress (for internships extending over one term)
- P** Passing
- NR** Grade not reported

A temporary grade of **NR** is recorded if an instructor fails to list the grade prior to the time the grade reports are prepared and mailed. The actual course grade will be recorded upon its receipt.

Incomplete (I)

An **I** is given for a course only under the following conditions: a student who is passing a course, but who has not met the course requirements by the end of the term receives an **I**. **I**'s are used only in extenuating circumstances. This grade reflects neither passing nor failing work. An **I** is not included in the calculation of the grade point average.

The student is responsible for completing the course requirements during the first two weeks of the following term. Failure to complete the course requirements within this time results in a grade of **F** for the course.

Internship Grading

A grade of **P** (designating Passing) is used for all internships. The **P** indicates that the student has fulfilled all academic requirements, professional obligations, and work associated with the internship, including the completion of the required hours in the field. The credit hours are recorded, and the **P** is not used in the calculation of the grade point average.

A grade of **F** is used when the requirements, professional obligations, and work associated with the internship have not been completed successfully. Neither the credit hours nor any quality points are entered in a student's record.

A designation of **IP** is used to denote that an internship requirement has not been completed in one term and is continuing for an additional term.

Graduate Grade Point Average (GPA)

At the end of each term a **GPA** is computed and based on the following Grade Quality Points for Each Credit:

- A** 4
- B+** 3.5
- B** 3
- C+** 2.5
- C** 2
- F** 0

A cumulative record of the quality point standing of each student is maintained. Students who fail to meet minimum standards are placed on academic probation and their enrollment may be terminated if satisfactory progress is not made.

Graduation

Graduate students graduate in December, May, June, or August with one commencement ceremony scheduled in May. Students who complete their course work by Term 3 will be eligible to participate in the May Commencement. Those completing their course work after Term 3 will be eligible to participate in the following Commencement.

A graduation fee of \$130 applies to all graduates and represents each student's share of expenditures related to both the individual graduate and the graduating class. The fee is payable whether or not a graduate participates in Commencement. Included are costs pertaining to record verification, transcripts, diploma, commencement ceremony, and activities.

Applications for graduation are available in the Office of the Registrar. Deadlines for application are posted on The College of Graduate Studies Academic Calendar.

Records

The Family Rights and Privacy Act of 1974 (commonly called the Buckley Amendment) is designed to protect the privacy of education records, to establish the rights of students to inspect and review their records, and to provide a means of correcting inaccurate and misleading entries.

Lynn University makes every effort to comply with this law. Certain information is considered public and is released at the University's discretion.

Unless a student files written notification to withhold disclosure, the University will release announcements of graduation, honors, and awards, and will verify dates of attendance and conferring of degrees.

Names, addresses, and other directory information will be released for use within the University community. Only transcripts of academic records and statement of academic status pertaining to Lynn University course work are released to third parties and then only with the written authorization of the student.

An adult student (age 21 or older) has the right to challenge any entry in their education record that is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such challenge may be directed to the Office of the Registrar.

A student's permanent record consists of the transcript, application for admittance, and term grade reports. These records are maintained in the Office of the Registrar.

All documentation used in the admission and placement processes, while considered non-permanent, also is maintained in the Office of the Registrar during the period of the student's period of enrollment.

Registration

Registration occurs a week prior to the beginning of each of the four terms. Schedules of Class Offerings are available in the Office of the Registrar, the College of Graduate Studies, and on the Web. Students may pre-register for their courses prior to the formal registration period.

From September to June, the Office of the Registrar and Office of Student Financial Services are open Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. for the convenience of students.

Prior to Registration, the student should contact his/her advisor to assist in program planning and approval for final course selection(s).

Add/Drop Period. The Add/Drop Period takes place during the first week of the term. At this time a student may change or drop a course. However, when the Add/Drop Period ends, it is not possible to change one's schedule.

Late Registration. Late registration requires written approval from the Dean of the College of Graduate Studies. An additional Late Registration Fee of \$25 is also charged and is effective the first day of the term.

Registration Procedures. Each student must first meet with her/his advisor for approval of course selections. The student may then proceed to the Office of Student Financial Services to pay the tuition and registration fee and then to the Registrar's Office to complete the registration process.

Satisfying Financial Obligations To The University. The University will not grant a degree, issue a transcript or release term grades until all financial obligations have been satisfied.

Special Student Status

Graduate students who wish to take courses for the purposes of continuing education, teacher certification, transfer of credits to another institution or to complete the requirements to sit for the Florida Nursing Home Administrator Licensure examinations may register as **Special Students**. **Special Students** are classified as non-degree seeking students, who must show evidence of graduation from an accredited college or university, in order to be eligible for this classification and take graduate courses at Lynn University.

Special Students must complete a Special Student form available in the Admission office and are limited to 6 credit hours, except under the following circumstances:

1. Educators seeking **E.S.O.L.** certification or taking courses for certification or recertification purposes are limited to 15 credit hours (five 3-credit courses).
2. Graduates from either an undergraduate or graduate program in Health Care Administration who may require additional courses from our State-approved program for *Nursing Home Administrator Licensure* in order to sit for the State of Florida examination are limited to 15 credit hours (five 3-credit courses).

Those interested in enrolling as non-degree seeking students should contact the Admission Office for a Special Student Form and Registration materials. Term Schedules of Classes are available in the Office of Admission, the Registrar's Office, The College of Graduate Studies and on the Web.

Financial Aid is not available to Special Students. Because of Immigration Regulations, a foreign student with either an **F-1** or **J-1 Visa** may not register as a Special Student and must be degree-seeking.

Those wishing to change their status to degree-seeking must complete a graduate application, provide all necessary documentation, including entrance testing and meet all admission requirements. Enrollment as a Special Student in no way implies a right for future admission to the University or a graduate program.

Credit earned as a Special Student does not automatically count as fulfilling graduate degree requirements unless approved by the Program Coordinator or Dean of the College of Graduate Studies. All such proposed courses must have a grade of "B" or better and need specific course requirements for the degree. This determination is made after the applicant has been accepted to the University or by the end of their first term as a matriculating student.

Security and Safety Guidelines and Student Handbook

Campus Security and Safety Guidelines are published annually. The *Guidelines* also include Lynn University statistics on campus safety and security as required by the **Student Right To Know Campus Security Act of the Higher Education Amendment of 1992**. The *Student Handbook* includes the policies and procedures governing student life at Lynn University. Both the *Guidelines* and *Student Handbook* are available upon request through the Office of Student Services.

Second Master's Degree

Currently matriculated graduate students who wish to pursue a second Master's degree can do so. The primary requirement is that second degree must have a minimum of 24 unique credits. An *Application for Readmission* and submission of the Lynn University graduate transcript needs to be completed and sent to the Graduate Admission Coordinator, who will send formal notification of the acceptance into the second Master's program.

Security Telephone

The Security Office is available 24 hours a day. A Security Station is located at the southeast corner of the Freiburger parking lot and adjacent to the baseball complex. Security can be reached at (561) 237-7226.

Student Participation in Sports

Many of our graduate students are interested in athletics as participants. With the changes outlined in the **1998-99 NCAA Manual**, graduate students may now compete using the one-time transfer rule of eligibility, which follows:

14.1.7 Graduate Student/Post-baccalaureate Participation. A student-athlete who is enrolled in a graduate or professional school of the institution he or she previously attended as an undergraduate (regardless of whether the individual has received a United States baccalaureate degree or its equivalent), a student-athlete who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, or a student-athlete who has graduated and is continuing as a full-time student at the same institution while taking course work that would lead to the equivalent of another major or degree as defined and documented by the institution, may participate in intercollegiate athletics, provided the student has eligibility remaining and such participation occurs within the applicable five-year or 10-semester period set forth in 14.2.

14.1.7.1 One-Time Transfer Exception. A graduate student who is enrolled in a graduate program or professional school of an institution other than the institution he or she previously attended as an undergraduate may participate in intercollegiate athletics if the student fulfills the conditions of the one-time transfer exception set forth in 14.5.5.3.11 and has eligibility remaining per 14.2 (Adopted: 1/9/96 effective 8/1/96 for those student-athletes who transfer to the certifying institution on or after 8/1/96).

The Higher Education Amendments of 1992 necessitated the development of the Equity in Athletics Disclosure Act of 1994. This disclosure of data on participation rates and financing of men's and women's sports in intercollegiate athletic programs at Lynn University is available in the Athletics Office.

The Student Right-To-Know Act of 1990 requires disclosure of graduation or completion rates and transfer-out rates for: (1) the general population of full-time, degree-seeking undergraduate students, and (2) students who receive athletically-related student aid, broken down by race and gender within sports. This information is available at the Office of the Registrar.

Transcripts

Requests for transcripts should be directed to the Office of the Registrar. Each transcript is \$5. Cash or checks made payable to Lynn University must accompany each request. Each transcript requires a minimum of 24 hours for processing.

Transfers To Another Specialization Within A Degree Program

Should a graduate student wish to transfer to another specialization within the **M.B.A.** or **M.S.** Degree program, a *Request for Change of Specialization* form must be completed and approved by both their current advisor and the Dean of the College of Graduate Studies. Forms are available in The College of Graduate Studies.

A copy of the approved form is filed with the Registrar, the new advisor and the student also receives a copy of the approved form.

Transfer Of Graduate Credits From Other Colleges And Universities

Up to six hours of graduate credits from a fully accredited graduate school may be transferred into the **M.B.A.**, **M.Ed.**, **M.S.** or **Ph.D.** programs if they meet the following criteria:

1. The course(s) must be at the graduate level from either a Master's degree program initiated at another school, but not completed **OR** a completed Master's degree. For doctoral students, the proposed transfer courses must be from either a doctoral degree program initiated at another school, but not completed **OR** a completed doctoral degree.
2. The course(s) must have a grade of B or better **AND** be taken no more than four years prior to admission to Lynn University.
3. Transfer credit will be awarded only for those courses that are comparable in title and content to those in the *Lynn University Graduate Catalog* **AND** part of the proposed course of study.
4. For course titles not specifically listed in the catalog and curriculum, the program coordinator or the Dean of the College of Graduate Studies will determine whether any transfer credit will be awarded.
5. Credits taken at schools not accredited by one of the regional associations will be evaluated **ONLY AFTER** a student has submitted a school catalog and a course syllabus for each. In certain cases competency testing may be required.

Procedure. Requests for Transfer of Credits should be directed in writing to the Graduate Admissions Coordinator during the first term of graduate or doctoral study. Appropriate documentation should accompany the request, consisting of an official transcript and one or more

of the following: a course description, a catalog, a syllabus for the course, or completed written assignments for the course.

Tuition and Payment Policies

The University reserves the right to change, with or without notice, any of the fees printed in this catalog. Increases should be expected in subsequent years.

All application fees, tuition deposits, residence hall deposits and deferred payment charges are non-refundable.

Fee Payment. All student charges must be paid in full before a student is allowed to register or attend classes. All statements of account are due and payable in full on or before the date shown on the statement.

Finance Charges. A finance charge is computed at the rate of 10% per annum on the unpaid balance of each student's account as of the end of the immediately preceding month less any applied credits and payments received during the preceding month. If a student's account shows a past-due balance of any nature, the University will not issue grades, will not allow the student to enroll in subsequent terms, will not transfer college credits, and will not release transcripts of college credit or term grades until the student's account is paid in full.

Penalties for Not Meeting Financial Obligations. Failure to meet any financial obligation to the University could subject a student to a \$25 per month late fee, the withholding of grades for the current term, eviction from University housing, suspension from classes, suspension of future services, referral of a student's account to a collection agency, and the payment charges, grade release fee, attorney's fee, and other costs and charges necessary for the collection of any amount not paid when due.

Past Due Indebtedness. No diploma, certificate, transcripts or recommendations will be granted. Registration for subsequent semesters will not be allowed until satisfactory arrangements are made with the Office of Student Financial Services to resolve the indebtedness. Indebtedness is defined as any money, property, etc., owed to the University for any reason (i.e. library fines, parking fines, athletic equipment). Students are responsible for checking with the Office of Student Financial Services on questions of indebtedness.

Request for Withdrawal from Graduate Programs. Withdrawals from graduate programs must be done through the academic advisor and the Dean of the College of Graduate Studies. The student is responsible for properly filing a *Request for Withdrawal* form with the Registrar. Withdrawals are permitted through the end of the fifth week of a term. This will establish the date to which the University refund schedule applies. It is also the responsibility of the student to make a written refund request to the Office of Student Financial Services before refunds will be made. At the time of application for Withdrawal, student ID's must be returned. There is a \$5 fee to withdraw from each class.

Withdrawal From the University. Withdrawal from the University is a formal procedure that requires submission of a *Request for Withdrawal* form available in the Registrar's Office. At that time the Student ID card must be returned to the Office of Student Financial Services.

The student is responsible for initiating a written request for a refund to the Office of Student Financial Services. Refunds are then calculated on the basis of total term charges payable after other deductions for non-refundable deposits and fees.

Students not enrolled for two consecutive terms will be withdrawn from the University and must re-apply for readmission.

Financial Aid Withdrawal. When a withdrawing student has been awarded financial aid and has withdrawn prior to the completion of 60 percent of the term and if Title IV financial aid has been used to pay all or any portion of the charges, the financial aid program funds will be reimbursed to the appropriate agency in accordance with a formula required by federal regulations. Unearned Title IV funds will be returned to the Title IV Programs based on the number of calendar days not attended. The order of refunds will be: Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal Perkins Loan and other Title IV aid programs. All students who withdraw must report to the Office of Student Financial Services for an exit interview.

Refund Policy for Withdrawals. Prior to the start of the term: 100%; Through the first week of the term: 75%; No refunds are granted after the first full week of classes. Refer to the Graduate Academic Calendar for exact dates.

Refund Calculation. Refunds are calculated on the basis of the total term charges payable after deductions for non-refundable deposits and fees. This policy may result in a financial obligation to the University that is payable at the time of a student's withdrawal.

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PART 4

CAMPUS RESOURCES AND ACADEMIC SUPPORT SERVICES

ACADEMIC SUPPORT SERVICES

The Academic Advising Center

The Academic Advising Center is located on the second floor of the library.

Professional staff offer students assistance in planning their academic programs, meeting their academic goals, and evaluating their individual programs. In addition, faculty members also serve as academic advisers in each of Lynn University's academic departments.

Tutorial assistance in accounting, English and math is available without charge within the limits of available staff time. Professional writing instructors work particularly with problems of unity, organization, syntax and style. Services are available through referral by an instructor, or counselor, or through self-referral. MAT and CLEP testing is also provided.

Students may stop by the Academic Advising Center to set up appointments to discuss program requirements and course selection.

Center for Career Development

The Center for Career Development is centralized, serving all students and alumni of Lynn University. The Center is located on the first floor of Trinity Hall. Its overall purpose is: to provide students and alumni access to state-of-the-art technologies to ensure a competitive edge in job markets; to help students and alumni make the most of their educational experience by assisting them in developing, evaluating, initiating and implementing their career plans; to offer programs and services for students and alumni to gain greater understanding of their beliefs and values, skills and aptitudes, interest personality characteristics, and knowledge of the world of work; and to promote a greater awareness within the University community of the needs for, and nature of career development and life planning as a life-long, self-directed process.

Center for International Programs and Services

The Center for International Programs and Services assists, promotes, and coordinates international programs and services at Lynn University. It is located on the second floor of the de Hoernle International Building. The purpose of the Center is to provide external programs and international resources for Lynn University undergraduates and faculty seeking educational/cultural exchange, and to advise students about study abroad programs. In addition, the Center assists international students with immigration procedures, provides intensive English studies classes, and offers a supportive environment for non-native English-speakers.

Computer Laboratories

Computer laboratories are available in the Ritter Hall, International Center, and the Assaf Academic Center. Hospitality-oriented software is available in Assaf. The Library also has a bibliographic research system designed for literature searches. Computer stations are available with the latest versions of Windows, StatMost and Microsoft Office. Access to the Internet is available on campus.

Counseling Center

The Counseling Center, located in the deHoernle Residence Hall, offers a variety of services, including individual and group counseling for academic, personal, and social problems, such as substance abuse, eating disorders, relationships, self-esteem, and stress management. Interest, aptitude, and psychological testing are available by appointment. Referrals to community resources are available by request. All information is strictly confidential. Individual counseling is available to Lynn students without cost. Evening appointments may be scheduled.

Informational Technologies

The Information Technology (IT) Department aims to fulfill the University's mission "to create and constantly improve educational experiences in a living-learning environment with state-of-the-art information and communication technologies providing access to worldwide networks." IT coordinates faculty development sessions and thus facilitates the technological sophistication of the University community by ensuring that electronic education and information technology education are integrated into the teaching and learning experience at Lynn University. This team approach to technological excellence equips our students and faculty for the emerging application of technology in the classroom and affords an opportunity to eventually develop distance learning modalities parallel to traditional instruction.

IT provides resources for satisfying the computing needs of students and faculty. In so doing, our professionals assist in the use of hardware and software available to faculty, students, and staff, while improving administrative effectiveness and efficiency through the innovative use of sophisticated approaches to institutional management.

Institute for Distance Learning

The Institute for Distance Learning at Lynn University delivers interactive learning courses for mature self-directed learners using Internet Technology. The Institute provides access to structured collaborative learning experiences for individuals who need academic or continuing education programs that complement their professional and personal schedules and ability to access course work. Courses are offered at the undergraduate, graduate and post-graduate levels.

International Student Services

International Student Services (ISS) is an integral part of the Center for International Programs and Services. The purpose of ISS is to develop and deliver international student support services and programs outside the classroom and contribute to student leadership. ISS is also a source of comprehensive and up-to-date information relating to immigration and tax matters. Moreover, ISS promotes diversity-oriented activities that develop appreciation and respect for other cultures while providing experience to further develop national and global understanding.

Substance Abuse Prevention Program

The University recognizes the problems that exist in today's society with regard to alcohol and substance abuse. As such, the University has a responsibility to its students, faculty and staff to offer an ongoing information program on these problems. Each semester, seminars dealing with substance abuse are offered for students and staff members alike, through the auspices of Student Services and the Office of Human Resources.

These seminars deal with the role of alcohol and other potentially abusive substances in contemporary American society, including an historical overview of psychoactive drug use and abuse, the classification of drugs currently in use, legal issues related to substance abuse, and resources available for the prevention and treatment of abuse problems.

In addition, alcohol and substance abuse literature, counseling and referral services are available through the Counseling Center. Lynn University is in compliance with the Drug-Free Workplace Act.

CAMPUS RESOURCES

The Count and Countess de Hoernle Sports and Cultural Center

The de Hoernle Sports and Culture Complex, a 35,000 square feet, multi-purpose facility, opened Fall 1994. The building houses a gymnasium, locker rooms, meeting rooms, conference room and offices.

The Count and Countess de Hoernle International Center

In the 1998-99 academic year, this 24,000 square foot state-of-the-art building opened and houses classrooms and administrative offices, as well as offers a venue for activities involving a rapidly growing international student population. A large multi-purpose meeting room and 250-seat auditorium will be available for special programs and events.

The Center continues its tradition of offering programs and support services designed to enhance the education of both international and American students. Seminars, lecture series, films, open forums, discussion groups, and literature promote the goal of exchanging ideas and developing a multi-cultural perspective. An International Club provides cross-cultural experiences and social activities.

Academic Offices

The Office of Academic Affairs is comprised of the Academic Vice President, Academic Dean, and the Dean of Academic Support Services and is located in the North end of the Green Center.

The College of Business and Management is located in Ritter Hall on the west side of the campus. Faculty offices are located in the classroom and office complex.

The College of Arts and Social Sciences is located in Freiburger Hall.

The Ross College of Education has classrooms and faculty offices on the third floor of the de Hoernle International Center.

The College of Graduate Studies is north of the Pine Tree Camps office and south of the College of Hospitality, Tourism and Recreation Management. The Dean of the College of Graduate Studies, the Graduate Admissions Coordinator, Program Coordinators for the Doctoral program, M.B.A., Criminal Justice, and Health Care Administration are all housed in this building. Some graduate faculty have their offices here as well as faculty mailboxes.

The College of Hospitality, Tourism and Recreation Management is in its own building north of and adjacent to The College of Graduate Studies. Sports and Athletics Administration faculty are located in the de Hoernle Sports and Culture Complex.

The College of International Communications is located on the third floor of the Lynn Library and the College of Science and Health is located in the Assaf Academic Center, and houses the Biomechanical Trauma Curricular Coordinator.

The Eugene M. and Christine E. Lynn Library

A vast communications center, the 59,000-square-foot Eugene M. and Christine E. Lynn Library provides the most advanced system in information gathering. Students now have access to data bases on CD-ROM and through a link up with SEFLIN (Southeast Florida Library Network) access to library catalogs from southeast Florida colleges and universities as well as libraries and universities throughout the world. Also included in the Library is the bibliographic lab where students are taught how to access the available data bases on local area networks and those delivered on the *Internet* and SEFLIN. The Perper Study Lounge is open 24 hours a day. Eventually, the Library will house 200,000 volumes, complementing its electronic files, 30 automated databases, Internet access and bibliographic support.

The Louis and Anne Green Center For Expressive Arts

Located directly west of the Schmidt College Center, this facility includes a performing arts and teleconferencing area, and a flexible conference setting appropriate for art exhibits, cultural events and workshops. Also located in the Green Center are the offices of the Registrar and Student Financial Services. The offices of the Information Technology Department are also in this facility.

Lynn Student Center

The Student Center houses several important areas of the University. The Christine Room is a private dining room located in the north portico. Donated by benefactors Eugene and Christine Lynn, the Christine Room is a setting for students enrolled in the Hotel and Restaurant Management Program at Lynn to practice the art of presentation for fine dining.

The Landgren Chapel, dedicated to the memory of Harold and Agnes Landgren, is located in the Lynn Student Center. The Campus Ministry Office is adjacent to the Chapel. The Chaplain celebrates Mass daily and on Sundays, as well as hosts interfaith services and retreats.

The newly redecorated Student Commons, the student-faculty dining hall, is adjacent to the Auditorium.

The Student Center, located on the second floor, is an ideal place for students to meet or relax. A snack bar, television lounge, student conference room, as well as an outdoor terrace are the center for a variety of student activities and live entertainment.

The McCusker Sports Complex

This Complex encompasses an outdoor pool for year-round use, tennis courts, basketball courts, a volleyball court, and soccer and baseball fields. Golf, polo, horseback riding and bowling are available in the nearby community.

The Ronald and Kathleen Assaf Academic Center

Located at the north end of the campus, the Center has classrooms, science labs, and art studios. The two-story structure includes the offices of the College of Science and Health with all rooms opening on a courtyard. In addition, the Sensormatic wing houses classrooms for the College of Science and Health.

The Schmidt College Center

Named for Charles E. and Dorothy F. Schmidt, the Center defines the entrance to the University. It houses the offices of the President, Executive Vice President, Institutional Advancement, and Undergraduate Admission. The Center of Professional and Continuing Education has its offices on the first floor of the Schmidt Center.

The University Bookstore

The University Bookstore is operated for the convenience of the University community. The Bookstore sells textbooks and other professional books, gift and souvenir items, University clothes, stamps, academic supplies. Textbooks may be purchased with cash, check or credit card. Snacks and beverages are also available. The Bookstore is open every day but Sundays.

PART 5

THE GRADUATE PROGRAMS

Graduate School Policies And Procedures For Master's Degree Programs

The College of Graduate Studies is responsible for Master's degrees, graduate certificate programs and the Ph.D. program at Lynn University. The Graduate Council, a committee of the Academic Council, consisting of the Dean of the College of Graduate Studies and graduate faculty, is responsible for upholding the academic standards of the graduate programs, and as such:

1. Establishes the standards and criteria for graduate admissions to Lynn University,
2. Establishes academic policies for the graduate programs and its exit requirements,
3. Conducts on-going curriculum review,
4. Assesses graduate student academic progress,
5. Plans and evaluates new graduate programs and specializations, and
6. Conducts on-going assessment for all graduate programs
7. Uses results to improve programs.

Master's Admission Requirements

All applicants must possess a Bachelor's degree from an accredited college or university and should have a minimum B average (3.0) in upper division (junior and senior) course work. Applicants and associated documentation are reviewed to evaluate the entrance examination scores, either the Graduate Management Aptitude Test (GMAT) or Miller Analogies Test (MAT) and G.P.A., which in combination reflect an applicant's ability to do graduate level work. Consideration may also be given to those who do not have the required G.P.A. or entrance examination scores, but do show promise and ability to do graduate level work as demonstrated through their supporting applications materials.

Application Processing

Application inquiries may be directed to:

Graduate Admission Office
Lynn University
3601 North Military Trail
Boca Raton, Florida 33431-5598

Telephone: (561) 237-7849 or 1-800-544-8035 **FAX:** (561) 237-7965

Email: gradadmission@lynn.edu **Website:** <http://www.lynn.edu>

Lynn University admits students of any race, color, gender, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Lynn University does not discriminate on the basis of race, color, gender, religion, national and ethnic origin, disability, or age in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Master's Application Requirements

Applicants for the **M.B.A.**, **M.Ed.** or **M.S.** degree must provide:

1. A completed application form along with a non-refundable application fee of \$50.
2. Two Letters of Recommendation
3. A Resume of work experience
4. Official transcripts from all colleges and universities attended
5. A Statement of Professional Goals
6. An acceptable graduate level entrance examination score in combination with the G.P.A.

Preparation Prerequisites for Master's Study. If applicants have not completed the necessary undergraduate work in their field of proposed graduate study, specifically Education, Health Care Administration or International Management, they may be required to take a range of 3-12 credits in undergraduate preparatory courses prior to taking their specialization courses. The specific prerequisites are presented along with each degree in the Catalog. Contact the Coordinator of the appropriate degree program for additional information and clarification.

For those applicants who do not have an undergraduate degree in Education, the State of Florida requires four bridge courses and student teaching in order to grant certification. An interview is suggested, but not required as part of the application process.

Applicants Completing Undergraduate Degrees. Applicants who have not completed their undergraduate degrees at the point of application, should send official transcripts of their progress to date. Upon completion of the degree, they are required to submit an official final transcript, which includes the date of degree conferral.

Master's Entrance Testing Requirements

The **M.Ed.** and the **M.S.** in Administration require the *Miller Analogies Test (MAT)*.

Note: The *Miller Analogies Test* is scheduled regularly at Lynn University. Contact the Graduate Admissions Coordinator for the testing schedule at (561) 237-7849.

The **M.B.A.** requires the *Graduate Management Admissions Test (GMAT)*.

NOTE: A Graduate Record Examination (**GRE**) test taken within five years of application to the College of Graduate Studies may be substituted for the MAT.

The testing number for Lynn University is 5437.

The Master's Admission Committee

The **Master's Admission Committee**, a sub-committee of the Graduate Council, evaluates each Master's applicant on a case-by-case basis when his/her file is complete. This Committee consists of the Graduate Admission Coordinator and the Coordinator of the Master's program to which the applicant is seeking admission. Based on a review of the materials, a Committee may request additional information or require an interview.

Applicants, whose credentials do not meet the strict standards set for admission, are reviewed by the Program Coordinator for a final decision. Applicants who do not meet the minimal requirements for admission may be considered for probationary admission. Admission on probation is completely at the discretion of the Program Coordinator. Students admitted on probation must maintain a minimum **G.P.A.** of 3.0 throughout their graduate program.

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Master's Program Admission Classifications

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1. Admission

Applicants have submitted all application materials, met or exceeded the required standards.

Conditional Acceptance

Applicants who have not satisfied all admission criteria may be conditionally accepted. This acceptance is limited to six credits as a Special Student. The applicant must achieve a **G.P.A.** of 3.0 in this course(s) to be considered for **Full Admission**.

No credits are applied toward the degree until the M.A.T. results have been submitted. At this time the Graduate Admission Coordinator reviews the results, as well as any of the six transcribed credits taken at Lynn. The Coordinator determines (a) Whether the applicant has met all the admission requirements and (b) The applicability of the courses (if any were taken at Lynn) to the degree program. The Coordinator sends a letter with the final acceptance decision to the applicant with a copy placed in the applicant's file. Any other grounds for a Conditional Acceptance are time-limited with the conditions clearly defined in the acceptance letter.

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Applications for the Ph.D. must have the following qualifications:

1. A minimum of 5 years professional experience as a practitioner, administrator, educator or researcher in an educational system, whether academic or non-academic.
2. A commitment to educational system innovation.
3. A desire to contribute to the learning of multi-cultural learners.

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In addition, an applicant must complete a Lynn University Doctoral Application and provide the following documentation before an admission decision is made:

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1. A completed Master's degree in an appropriate area of specialization or field of intended study.
2. Official transcripts from undergraduate and graduate study and degree completion dates.
3. A graduate G.P.A. of 3.25 or higher.
4. A minimum score in the 50th percentile in the Miller Analogies Test (MAT) or a minimum score of 1000 on the Graduate Record Examination (GRE). All scores must be reported within the last five years.

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NOTE: For MAT information, contact the Graduate Admission Coordinator at (561) 237-7849; for the GRE, call (800) GRE-CALL.

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5. Two letters of recommendation specifically addressing the applicant's professional practice and/or ability to do advanced independent study and research.
6. A Professional Overview (typed 3-page minimum) that reflects the applicant's philosophy and commitment to educational system innovation through a description and analysis of related professional experience.
8. A non-refundable application fee of \$50.

The testing number for Lynn University is 5437.

The Doctoral Admission Committee

The Graduate Admission Coordinator and the Doctoral Program Coordinator screen all applicants. The Program Coordinator interviews all prospective applicants to establish their readiness for doctoral work and to establish the appropriateness of this specific program to serve their specific career and professional interests. If additional consultation is needed on an applicant's qualifications or results of the interview or entrance test results, the Program Coordinator or the Graduate Admission Coordinator may request an additional review and consultation from the Doctoral Committee composed of faculty affiliated with the College of Education.

Doctoral Admission Classifications

1. Admission

Applicants have submitted all application materials, met or exceeded the required standards.

Conditional Acceptance

The number of conditionally admitted students is limited to no more than 25% of students admitted annually to the University.

Applicants who have not satisfied all admission criteria may be conditionally accepted. This acceptance is limited to six credits as a Special Student. The applicant must achieve a **G.P.A.** of 3.5 in this course(s) to be considered for **Full Admission**.

No credits are applied toward the doctoral degree until the M.A.T. results have been submitted. At this time the Graduate Admission Coordinator reviews the results, as well as any of the six transcribed credits taken at Lynn. The Coordinator determines (a) whether the applicant has met all the admission requirements and (b) the applicability of the courses (if any were taken at Lynn) to the degree program. The Coordinator sends a letter with the final acceptance decision to the applicant with a copy placed in the applicant's file. Any other grounds for a Conditional Acceptance are time-limited with the conditions clearly defined in the acceptance letter.

International Applications

International students who need a Certification of Eligibility (**Form I-20**) for their student visa must also submit with their application:

1. Official transcripts with a certified English Translation. Applicants, who have not completed their undergraduate or in the case of a doctoral applicant, a graduate degree at the point of application, should send official translated transcripts of their progress to-date. Upon completion of the degree, they are required to submit an official final transcript, which includes the date of degree conferral.

2. Certification of finances from a bank showing sufficient funds to cover at least one year's tuition, room and board, travel and miscellaneous expenses at Lynn University **OR** a letter guaranteeing sufficient financial support from an employer, government or other sponsoring agent, with certification of finances from their bank.

3. Applicants from academic institutions where English is not the language of instruction must demonstrate their proficiency in the English language by submitting the results of the Test of English as a Foreign Language (**TOEFL**) as part of their application. If taking the **MAT** as the entrance test for the program, the Test of Written English (**TWE**) should be taken along with the **TOEFL**. Minimum scores of 550 (or 213 on the computer-based test) on the **TOEFL** and 5.0 on the **TWE** are required for graduate study.

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The **TOEFL** is the only acceptable test for English proficiency. The test is offered four times a year in the United States and many foreign countries. Further information may be obtained at the American Consulate or by writing directly to:

Test of English as a Foreign Language (**TOEFL**)
P.O. Box 6155
Princeton, New Jersey 08541-6155, U.S.A.
Tel. (609) 951-1100

4. When an admission decision is reached, those applicants who are accepted receive with their notification letter a request for a \$200 deposit as a confirmation of their plans to attend the University. An I-20 is issued upon receipt of the deposit.

American Disabilities Act (ADA)

Every effort will be made to make reasonable accommodations for students requesting services to meet their special needs. Students must make their disclosures at the time of application to the University. Documentation will be required. Students should also disclose to their instructors during the first week of classes if they are requesting services to meet their special needs. The ADA Coordinator for Lynn is the Dean of the College of Education.

Master's Degree Completion Requirements

M.B.A.

1. Complete any necessary prerequisites.
2. Complete the degree in four calendar years from the date on a student's initial registration or may be held to any new degree requirements.
3. Maintain a cumulative **G.P.A.** of 3.00
4. Complete twelve 3-credit courses, consisting of seven to nine foundation courses (21 to 27 credits) and three to five specialization courses (9 to 15 credits).
5. Develop and successfully demonstrate a range of critical thinking skills to complete an oral and written presentation, reflecting the integration and application of theory to practice in **MBA 590 Business Policy Seminar**.
6. Complete **GSR 501 Graduate Orientation Seminar**

M.Ed.

1. Complete the degree in four calendar years from the date on a student's initial registration or may be held to any new degree requirements.
2. Maintain a cumulative 3.0 **G.P.A.**
3. The third requirement varies, depending upon the M.Ed. degree program.
4. Complete **GSR 501 Graduate Orientation Seminar**

a. For the M.Ed. without an E.S.O.L. Endorsement,

Complete 36 graduate credits consisting of 27 credits in *Varying Exceptionalities*, 9 credits in *research* and successfully complete a **Graduate Project**.

b. For the M.Ed. with an E.S.O.L. Endorsement,

Complete 42 graduate credits, consisting of 27 credits in *Varying Exceptionalities* and 15 credits in **E.S.O.L.** and successfully pass a **Comprehensive Examination**.

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M.S.

The graduate faculty have established three requirements for the successful completion of the M.S. degree.

1. Complete the degree in four calendar years from the date of a student's initial registration or may be held to any new degree requirements.
2. Maintain a cumulative 3.0 G.P.A.
3. The third requirement varies with the M.S. specialization which follows:

a. Biomechanical Trauma: Complete 36 graduate credits, consisting of 15 credits of foundation courses for the administration major (6 credits in management and administration, 6 credits in health care administration, and 3 credits in applied research methods). The balance of the degree is 21 credits of required specialization courses in Biomechanical Trauma, including a 6-credit **Graduate Project**, a research study of publishable quality.

b. Criminal Justice Administration: Complete 36 graduate credits, consisting of 15 credits of foundation courses for the administration major, 18 credits of specialization courses and a 3-credit graduate project.

c. Health Care Administration: Complete 42 graduate credits, consisting of 15 credits of required foundation courses for the administration major (12 credits in management and administration, as well as three credits in applied research methods), required specialization courses in health care administration (24 credits) and a supervised internship to provide hands-on experience (3 credits).

d. Health Care Administration with the Nursing Home Administrator Licensure Option: Complete 42 graduate credits, consisting of 15 credits of foundation courses for the administration major, 27 credits of required specialization courses including a 3-credit 650-hour administrative internship in long term care. During the internship, a student must also demonstrate competency in long term care administration by successfully completing an **Internship Project** and passing an Internship Examination.

4. Complete **GSR 501** Graduate Orientation Seminar

Ph.D. Degree Completion Requirements

The doctoral faculty has established seven requirements for the successful completion of the Ph.D. Degree.

1. Complete the degree within six calendar years from the date of student's acceptance into the program.
2. Maintain a cumulative 3.5 GPA.
3. Complete 60 doctoral credits, consisting of 12 credits in research, 12 credits in Breadth Requirements, 12 credits in Depth Requirements, 6 credits in a specialization (Educational or Corporate Leadership), and 18 credits in Application Requirements (6 credits in two Practica, and 12 credits for the dissertation). Dissertation topic choices and practica must reflect the application of the core curriculum to the area of specialization.
4. Pass the written Comprehensive Examination.
5. Attain Committee approval of the Dissertation Proposal.

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6. Complete a written Dissertation approved by all Committee Members.
7. Successfully defend the Dissertation before the Committee.
8. Complete **GSR 501** Graduate Orientation Seminar

THE GRADUATE DEGREE PROGRAMS

1. MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Purpose

Today the modern business enterprise is in constant transformation as it responds to technologic innovations linking local communities to the global marketplace. The Lynn University **M.B.A.** is an advanced degree designed to prepare and equip managers with the knowledge and competencies necessary to administer controllable forces within their organizations in order to adapt successfully to variables and changes in the uncontrollable environment. Practitioners develop skills for deciphering and forecasting external forces and in the process become effective leader-managers in the increasingly multicultural, multinational environment of the 21st century.

Lynn University, located at the crossroads of world trade, offers an unparalleled laboratory for learning. Our expert faculty challenge our graduate students, many with international backgrounds, to examine a broad spectrum of issues confronting modern business managers.

The 36-credit **M.B.A.** program consists of twelve 3-credit courses, of which seven to nine are foundation courses (21 - 27 credits) for the business administration major, and three to five are specialization courses (9 - 15 credits). Specializations are available in *International Management*, *Health Care Administration*, *Hospitality Administration*, and *Sports and Athletics Administration*. Students may also choose to participate in an optional internship.

Prerequisites for Those Without an Undergraduate Business Degree

All **M.B.A.** undergraduate transcripts are reviewed to determine whether the applicant has taken any of the four prerequisite courses or their equivalents. If the following prerequisites courses are required:

ACC 201 Financial Accounting
BUS 171 Macroeconomics
MAT 221 Probability and Statistics
CMS 200 Introduction to Computer Applications

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Foundation Courses	Credits
MBA 500 Management and Administration	3
MBA 510 Legal Aspects of Administration and Management	3
MBA 520 Marketing Management in a Global Economy	3
MBA 525 Management Information Systems	3
MBA 530 Quantitative Methods for Decision Making	3
MBA 540 Managerial Accounting	3
MBA 545 Managerial Finance	3
MBA 550 Operations Management	3
MBA 590 Business Policy Seminar	3
Specialization Courses	Credits
a. International Management	
MBA 560 International Business	3
MBA 565 International Finance	3
MBA 570 Comparative Economic Systems	3
b. Health Care Administration	Credits
HCA 530 Financing and Reimbursement Systems for Health Care Services	3
HCA 585 Health Care Policy and Analysis	3
HCA 595 Ethical and Legal Aspects of Health Care Administration	3
NOTE: Health Care Administration students may substitute HCA 565 Health Care Management and Administration for MBA 500 and HCA 555 Accounting and Financial Management of Health Care Organizations for MBA 550 . Program Coordinator approval needed for these substitutions.	
c. Hospitality Administration	Credits
HA 525 Food Service Administration	3
HA 530 Resort Development and Management	3
HA 575 Service Management	3
d. Sports and Athletics Administration	Credits
SAM 530 Sports Administration	3

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SAM 535 Issues in Intercollegiate Athletics and Professional Sports

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SAM 680 Beginning Internship in Sports and Athletics Administration OR

SAM 681 Advanced Internship in Sports and Athletics Administration

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NOTE: Sports Administration students may substitute **SAM 530** Sports Administration for **M 500** and **SAM 630** Legal Aspects of Athletics for **MBA 510**. Program Coordinator approval needed for these substitutions.

2. THE MASTER OF EDUCATION (M.Ed.)

Purpose

Because of the increase in linguistically diverse students in Florida schools, the State has mandated that all classroom teachers serving E.S.O.L. students have additional training. Teachers with no prior experience teaching E.S.O.L. will need to take 15 credit hours to obtain an E.S.O.L. endorsement. Varying Exceptionalities represents a distinct category of certification provided by the State of Florida Department of Education. Certification requires completing 27 credit hours of course work in varying exceptionalities. Included in this category are students who may be emotionally handicapped, mentally handicapped or learning disabled.

To address this specific community need, the College of Education has designed the M.Ed. program with two graduate degree options: a 36-credit research-oriented degree with certification in Varying Exceptionalities and a 42-credit practitioner-oriented degree in Varying Exceptionalities with teaching endorsement in English for Speakers of Other Languages (E.S.O.L.).

The intent is to produce graduates who are able to not only address the needs of this increasing diverse student population as classroom teachers, but also provide leadership for innovative programs to coordinate professional activities to better serve these children. By developing these advanced competencies, graduates will be able to use their critical thinking skills to understand and employ a variety of knowledge bases to deal with contemporary issues, problems and dilemmas in their diverse learning environments.

Co-requisites for Those Without an Undergraduate Degree in Education

For those applicants who do not have an undergraduate degree in Education, the College of Education requires that the following courses be taken as co-requisites for the Master's Degree:

- * EDU 211 Language Arts in the Elementary School
- * EDU 315 Reading in the Elementary School
- * EDU 316 Diagnosis and Evaluation of Reading Problems
- * EDU 318 Math in the Elementary School

In addition, the student must take EDU 581 Student Teaching in Varying Exceptionalities.

The State of Florida may require additional courses in the field for certification, prior to issuing the 5-year certificate.

Program requirements may change in order to comply with any changes made by the State of

Florida Department of Education. No Grandfather provision will apply should such program changes be necessary.

NOTICE: Credits and degrees earned from colleges within the State of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the individual for a Florida Teaching Certificate or to participate in professional examinations in Florida. The established procedure requires the Florida Department of Education to review and recognize the credentials of the individual and the accreditation of the College granting the degrees, prior to approving teacher certification; and for the appropriate state professional board under the Department of Professional and Occupational Regulation to make similar evaluations prior to scheduling examinations.

Any student interested in obtaining a Florida Teaching Certificate should contact the *Office of Teacher Certification, Department of Education, Tallahassee, Florida 32301*. Any student interested in practicing a regulated profession in Florida should contact the **Department of Professional and Occupational Regulation, 2009 Apalachee Parkway, Tallahassee, Florida 32301**.

M.Ed. Curriculum Overview and Degree Options

a. The 36-credit research-oriented M.Ed.

Credits

EDU 500 Foundations of Exceptional Student Education	3
EDU 505 Applied Research Methods	3
EDU 510 Language Development and Learning	3
EDU 511 Characteristics and Needs of Mildly Handicapped Students	3
EDU 512 Instructional Strategies for Emotionally Handicapped Students	3
EDU 513 Instructional Strategies for Mentally Handicapped Students	3
EDU 514 Instructional Strategies for Specific Learning Disabilities	3
EDU 534 Classroom Behavior Management	3
EDU 561 Assessment of Exceptional Students	3
EDU 570 Career Management and Transition Planning for Exceptional Students	3
EDU 664 Graduate Project in Varying Exceptionalities I	3
EDU 665 Graduate Project in Varying Exceptionalities II	3

b. The 42-credit practitioner-oriented M.Ed.

Credits

EDU 500 Foundations of Exceptional Student Education	3
EDU 510 Language Development and Learning	3
EDU 511 Characteristics and Needs of Mildly Handicapped Students	3
EDU 512 Instructional Strategies for Emotionally Handicapped Students	3
EDU 513 Instructional Strategies for Mentally Handicapped Students	3
EDU 514 Instructional Strategies for Specific Learning Disabilities	3
EDU 520 Applied Linguistics	3
EDU 521 Methods of Teaching E.S.O.L.	3
EDU 522 Curriculum and Materials Development for E.S.O.L.	3
EDU 523 Cross-cultural Communication and Understanding	3
EDU 525 Testing and Evaluation in E.S.O.L.	3
EDU 534 Classroom Behavior Management	3
EDU 561 Assessment of Exceptional Students	3
EDU 570 Career Management and Transition Planning for Exceptional Students	3

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c. The following course must be taken by all students who do not have an undergraduate degree in Education.

EDU 581 Student Teaching in Varying Exceptionalities

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Comprehensive Examination For The M.Ed. In Varying Exceptionalities With An E.S.O.L. Endorsement

A **Comprehensive Examination** in the M.Ed. program is required for those students who are enrolled in the *Varying Exceptionalities* program with an ESOL Endorsement. The **Comprehensive Examination** is scheduled twice a year: usually the first Saturday in December and the first Saturday in April. Dates are posted in the Graduate Academic Calendar each year. Application deadline is two weeks prior to the examination. All applications are available in the **College of Education** and must be approved by a student's advisor. Students are eligible to take the Comprehensive during their last term.

In the event that a student does not pass the first time, s/he may repeat the **Comprehensive Examination** twice after an initial failure.

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Graduate Project

A Graduate Project provides graduate students with an opportunity and the means to demonstrate the acquisition, mastery, and integration of the knowledge and skills required by their degree program. The Project itself focuses on an area of student interest that meets the acceptable standards for graduate level research.

Project Proposal Development

1. During **EDU 505** Applied Research Methods, the student identifies a specific research question or professional problem to be pursued for the Graduate Project. This topic requires approval by both the course instructor and the student's advisor.
2. The student develops a plan (the methodology) for the way in which the question or problem is to be addressed, the type(s) of data needed and the form in which the final project is to be presented.
3. At the conclusion of **EDU 505**, the student will have a draft of the Project Proposal. The Graduate Project Proposal is submitted to the student's advisor for review, recommendations and final approval. After approval and if warranted by the nature of the research and its use of human subjects, the student submits the proposal to the Institutional Review Board to review the proposal for final approval before the research can commence.
4. Once approved, the student must follow the project plan. Any changes or deviations from the plan must be approved by the advisor. A copy of the proposal is placed in the student's permanent record in the Office of the Registrar.

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The Graduate Project Components. A completed Project must have the following sections:

1. An Abstract, summarizing the research and its results.
2. An Introduction, consisting of the problem or question to be addressed in the Project, its professional importance and relevance.

3. A Literature Review, including the latest theories, research and contemporary thinking about the problem or question in terms of its cause(s), effect(s), and methods of investigation.

4. The Methodology section involves a description of the research design including a subjects, instruments and procedures section. The subjects section delineates how the subjects were selected and a detailed description of the subject sample with means and standard deviations of numerical parameters. The instruments section identifies each variable in the study, how it is to be measured and a detailed description of the instruments to be used and/or references. The validity and reliability of the instruments also must be addressed. The procedure section includes a detailed description of how the research was conducted and how the data was collected. Protection of human subjects must also be addressed if the proposal has been approved by the Institutional Review Board.

5. The Results section reports the analysis of the data from the study. This may include descriptive statistics such as means and standard deviations as well as the statistical analysis used to test the hypotheses and its statistical significance. Tables and graphs are used to present the findings.

6. A List of References concludes the Graduate Project and precedes the Appendixes, which should also include the approval letter of the Institutional Review Board (See 4 above). The final project also may include such additional products as a videotape or computer program. However, complementing this type of project will be a written Abstract summarizing the six elements listed above.

Oral Defense of The Graduate Project. As a completion requirement for the M.Ed. research-oriented degree, students make an oral presentation of their Graduate Project findings to the faculty of the College of Education. The purpose of the presentation is to demonstrate the student's ability to draw from the Foundation and Specialization courses and integrate research findings with professional practice. The expected outcome is that students will be able to synthesize theory with practice and contribute to the knowledge base of the field of Varying Exceptionalities.

Graduate projects require a second reader. Students are responsible for finding a professor or expert in the field outside the University to read their projects.

The student is responsible for providing the University with two bound copies of the approved Graduate Project: one for the University Library and the other for the College of Education. Projects must be completed within two years of the date of the accepted proposal.

Grading For The Graduate Project. The Project is graded on the basis of a pass or fail. A pass is equivalent to a B or better, a fail to less than a B. In the event that a completed Graduate Project does not meet the University standards and receives a grade of fail, the student will meet with the advisor to review the problems that need to be addressed and resubmit the revised Project within 90 days of the meeting. No additional extensions are granted.

3. THE MASTER OF SCIENCE (M.S.) with a Major in Administration

Purpose

The M.S. with a Major in Administration is designed to develop leaders and managers, who serve in the private or public sector and understand the impact of the global transformations that affect our daily lives. Dedicated to professional leadership development, the goal of this program is to empower our graduate students to cultivate their unique potential and talents as well as to promote mastery of the knowledge, skills, and aptitudes necessary for effective leadership.

We at Lynn University believe this balance enables our graduates to make a difference by creating new opportunities and providing workable solutions to the problems that face us now and await us in the 21st century.

The Curriculum

The M.S. with a Major in Administration has a unifying curriculum foundation shared among the specializations and with the M.B.A. One additional M.S. course in Applied Research Methodology is required by all M.S. specializations. However, some variations exist within specializations in terms of which M.B.A. or other courses are required as part of the Foundation. The particular variations reflect the acknowledged specific requirements for knowledge and skills needed for effective administration and management in that particular discipline.

Included in the M.S. in Administration Foundation courses, are a total of nine courses, of which five or 15-credits are designated as required by each discipline.

Overview of the M.S. in Administration Foundation

Credits

MBA 500 Management and Administration	3
MS 505 Applied Research Methods	3
MBA 510 Legal Aspects of Administration and Management	3
MBA 520 Marketing Management in a Global Economy	3
MBA 525 Management Information Systems	3
MBA 530 Quantitative Methods for Decision Making	3
HCA 585 Health Care Policy and Analysis (Foundation for BMT students)	3
HCA 595 Ethical and Legal Aspects of Health Care Administration (Foundation for BMT and HCA students)	3
MS 560 Financial Management (Foundation for CJA students)	3

Foundation requirements for the M.S. in Administration have been designed to assure that students have the requisite theoretical and applied knowledge to pursue their individual interests in their specializations. Building on the breadth and depth of the foundation, specialization courses enable students to continue to expand and deepen their mastery through practical applications, simulations, case studies, applied research in areas of individual interest through the Graduate Projects, and in some specializations, internships.

Major requirements for the M.S. in Administration and specialization courses complement each other and address the increasingly complex contemporary and future societal challenges and opportunities faced by 21st century managers-administrators. Through the development of critical thinking skills and a commitment to lifelong learning, graduates will be able to understand changing trends and maintain focus on both institutional and human needs.

Graduate Project/Publishable Paper

A Graduate Project provides graduate students with an opportunity and the means to demonstrate the acquisition, mastery, and integration of the knowledge and skills required by their specialization. The Project itself focuses on an area of student interest that meets the acceptable standards for graduate level research.

Project Proposal Development

1. During **MS 505** Applied Research Methods, the student identifies a specific research question or professional problem to be pursued for the Graduate Project. This topic requires approval by both the course instructor and the student's advisor.
2. The student develops a plan (the methodology) for the way in which the question or problem is to be addressed, the type(s) of data needed and the form in which the final project is to be presented.
3. At the conclusion of **MS 505**, the student will have a draft of the Project Proposal. The Graduate Project Proposal is submitted to the student's advisor for review, recommendations and final approval. After approval and if warranted by the nature of the research and its use of human subjects, the student submits the proposal to the Institutional Review Board to review the proposal for final approval before the research can commence.
4. Once approved, the student must follow the project plan. Any changes or deviations from the plan must be approved by the advisor. A copy of the proposal is placed in the student's permanent record in the Office of the Registrar.

The Graduate Project Components. A completed Project must have the following sections:

1. An Abstract, summarizing the research and its results.
2. An Introduction, consisting of the problem or question to be addressed in the Project, its professional importance and relevance.
3. A Literature Review, including the latest theories, research and contemporary thinking about the problem or question in terms of its cause(s), effect(s), and methods of investigation.
4. The Methodology section involves a description of the research design including a subjects, instruments and procedures section. The subjects section includes how the subjects were selected and a detailed description of the subject sample with means and standard deviations of numerical parameters. The instruments section identifies each variable in the study, how it is to be measured and a detailed description of the instruments to be used and/or references. The validity and reliability of the instruments also must be addressed. The procedure section includes a detailed description of how the research was conducted and how the data was collected. Protection of human subjects must also be addressed if the proposal has been approved by the Institutional Review Board.
5. The Results section reports the analysis of the data from the study. This may include descriptive statistics such as means and standard deviations as well as the statistical analysis used to test the hypotheses and its statistical significance. Tables and graphs are used to present the findings.

6. A list of References concludes the Graduate Project and precedes the Appendixes, which should also include the approval letter of the Institutional Review Board (see 4 above). The final project also may include such additional products as a videotape or computer program. However, complementing this type of project will be a written Abstract summarizing the six elements listed above.

Oral Defense of the Graduate Project. As a completion requirement for the M.S. in Administration, students make an oral presentation of their Graduate Project findings to a panel of graduate faculty. The purpose of the presentations is to demonstrate the student's ability to draw from the major requirements and specialization courses and integrate research findings with professional practice. The expected outcome is that students will be able to synthesize theory with practice and contribute to the knowledge base of the specialized field in administration.

Graduate projects require a second reader. Students are responsible for finding a professor or expert in the field outside the University to read their projects.

Completion of the Graduate Project. The advisor approves the final rendition of the Graduate Project. The student is responsible for providing the University with two approved bound copies of the Graduate Project, one for the University Library and the other for the M.S. in Administration specialization. Projects must be completed within one year of the date of the accepted proposal.

Grading for the Graduate Project. The Project is graded on the basis of a pass or fail. A pass is equivalent to a B or better, a fail to less than a B. In the event that a completed Graduate Project does not meet the University standards and receives a grade of fail, the student will meet with the advisor to review the problems that need to be addressed and resubmit the revised Project within 90 days of the meeting. No additional extensions are granted.

Specialization Options

Within this context, students cultivate their particular areas of professional interest, while developing the talents, abilities and competencies essential for skilled, effective practitioner-leaders.

Specializations are available in

- a. Biomechanical Trauma (BMT)
- b. Criminal Justice Administration (CJA)
- c. Health Care Administration (HCA)
- d. Health Care Administration (HCA) with a Nursing Home Administrator Licensure Option (NHAL)

The M.S. degree in Administration requires the completion of 36 credits, except for the Health Care Administration Specializations, which require 42 credits.

THE M.S. IN ADMINISTRATION SPECIALIZATIONS

THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN BIOMECHANICAL TRAUMA

Purpose

The primary goal of this specialization is to understand the complex nature of biomechanical trauma and its modern treatment with a special focus on issues pertinent to health care administrators and managers. The opportunity for interdisciplinary dialogue with health care specialties is an integral part of the exploration of this complex phenomenon and its consequences.

Graduates will be prepared with state-of-the-art knowledge of the treatment of biomechanical trauma and this expertise will allow them to serve as consultants or expert witnesses as well as to enhance understanding of administrator roles in BMT care environments. Graduates will also be prepared with the knowledge of the varieties of ways that trauma affects the body and the interconnectedness of each system, one with the other.

This comprehensive understanding allows for a systematic approach to diagnosis and treatment, both short and long term treatment to maximize bodily function and mobility. Financial, organizational, ethical, legal and health policy factors that affect administrator decisions across the BMT continuum of care are analyzed. This new expertise will be demonstrated in their research for their Graduate Project, a publishable paper based on their professional practice, and in its presentation to faculty.

This 36-credit degree requires a different mix of foundation and specialization courses because of its interdisciplinary nature. Specifically, the curriculum is composed of three of the M.S. in Administration foundation courses (9 credits), two health care administration courses (6-credits), six additional hours in research and the balance of credits (15 credit hours) in biomechanical trauma specialization.

The program is structured in an intensive seminar format, enabling students to complete their degree in 21 months. This format is in quadrants, rather than terms, i.e. a quadrant is a 12-week period during which students meet for five days (Wednesday through Sunday). During seven extended weekends, students come to the Lynn campus to participate in seminars, visit clinical sites, meet with experts in the field and receive classroom instruction.

M.S. in Administration with a Specialization in BMT Curriculum Overview

Quadrant 1	Credits
MS 505 Applied Research Methods	3
BMT 540 Introduction to Biomechanics	1.5
Quadrant 2	
MBA 500 Management and Administration	3
BMT 541 Ergonomics	1.5
BMT 570 Directed Research	1

Quadrant 3

HCA 595 Ethical and Legal Aspects of Health Care Administration	3
BMT 542 Biomechanics of Hard and Soft Tissue Injuries	1.5
BMT 571 Directed Research	1

Quadrant 4

MBA 520 Marketing Management in a Global Economy	3
BMT 543 Biomechanics of Motor Vehicle Accidents	1.5
BMT 572 Directed Research	1

Quadrant 5

BMT 550 Neurology I	1.5
BMT 560 Orthopaedics and Rehabilitation of the Spine and Upper Extremities	1.5
BMT 544 Biomechanics of the Spine and Upper Extremities	1.5
BMT 573 Directed Research	1

Quadrant 6

BMT 551 Neurology II	1.5
BMT 561 Orthopaedics and Rehabilitation of the Lower Extremities and Sports Injuries	1.5
BMT 545 Biomechanics of the Lower Extremities and Sports Injuries	1.5
BMT 574 Directed Research	1

Quadrant 7

HCA 585 Health Care Policy and Analysis	3
BMT 575 Biomechanical Research Seminar	1

THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN IN CRIMINAL JUSTICE ADMINISTRATION

Purpose

Within the structure of the College of Graduate Studies, the Master of Science in Administration with a specialization in Criminal Justice Administration prepares individuals for leadership roles in a variety of fields within the profession of criminal justice. Despite the broad spectrum of careers within the profession, success and leadership is predicted on an individual's verbal and written mastery of the concepts, principles and functions involved in the management of criminal justice organizations. This specialization will focus on preparing the student to effectively integrate proven business methods with a genuine respect for dynamic and innovative approaches to the issues facing the criminal justice executive in the 21st Century.

Our South Florida location typifies the experiences of modern criminal justice agencies in diverse, densely populated urban centers. Using this laboratory for learning, expert faculty challenge our graduate students to examine a broad spectrum of issues confronting the modern criminal justice administrator. By applying sound business and administration principles and practices, alternate solutions are debated and evaluated.

The required culminating Graduate Project enables our graduate students to demonstrate mastery of these complexities in a specific area of scholarly interest.

**Undergraduate Prerequisites for CJA Students: CMS 200 Introduction to Computers and
MAT 221 Probability and Statistics**

M.S. in Administration with a Specialization in CJA Curriculum Overview

I. M.S. in Administration Foundation Courses: 15 credit hours **Credits**

MBA 500	Management and Administration	3
MS 505	Applied Research Methods	3
MBA 510	Legal Aspects of Administration and Management	3
EITHER	MBA 525 Management Information Systems	
OR	MBA 530 Quantitative Methods for Decision Making	3
MS 560	Financial Management	3

II. Specialization Courses: 18 credit hours **Credits**

CJA 608	Law, Evidence, and Ethics	3
CJA 636	Civil Rights and Civil Liberties	3
CJA 656	Conflict Resolution in Police Administration	3
CJA 657	The Police and the Community	3
CJA 659	Global Perspectives in Police Administration	3
CJA 661	Youth and Delinquency Control	3

III. Graduate Project: 3 credit hours **Credits**

CJA 665	Graduate Project in Criminal Justice Administration	3
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**THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN HEALTH CARE
ADMINISTRATION**

Purpose

As health care finds its place on the legislative agenda, the industry is undergoing the most intense scrutiny and profound challenges in defining and providing quality medical care for all Americans. With the growing number of Americans without adequate preventive and primary care, new forms of private and public health insurance and service delivery systems will continue to evolve.

Health Care Administration spans a variety of health-medical care institutions, such as retirement communities, social service agencies, health maintenance organizations, day care centers and hospices, as well as assisted living facilities, skilled nursing facilities and hospitals. Administration of these and other facilities focuses on an understanding of the health care industry, its problems and challenges.

The administrative complexity of the industry along with its escalating costs requires knowledgeable administrators who can provide leadership in redefining the industry, its services, and its standards within a cost-effective, patient-centered, coordinated service delivery system.

This 42-credit M.S. in Administration with a specialization in Health Care Administration degree program is intended for health care professionals or those interested in pursuing a career as a practitioner-administrator in the field and/or career advancement. By design, the mixture of required and elective courses along with an internship affords maximum flexibility in designing a course of study to fit individual needs.

Undergraduate Prerequisites for HCA Students: ACC 201 Financial Accounting and **CMS 200** Introduction to Computers or **MAT 221** Probability and Statistics (depending on which Foundation Course option is selected, either **MBA 525** or **MBA 530**)

M.S. in Administration with a Specialization in HCA Curriculum Overview

I. M.S. in Administration Foundation Courses: 15 credit hours **Credits**

MBA 500	Management and Administration	3
MS 505	Applied Research Methods	3
MBA 510	Legal Aspects of Administration and Management	3
MBA 520	Marketing Management in a Global Economy	3
Either	MBA 525 Management Information Systems	
Or	MBA 530 Quantitative Methods for Decision Making	3

II. Required Specialization Courses: 24 credit hours **Credits**

HCA 530	Financing and Reimbursement Systems for Health Care Services	3
HCA 541	Residential and Community Health Care Systems	3
HCA 550	Clinical Aspects of Medical Care	3
HCA 555	Accounting and Financial Management of Health Care Organizations	3
HCA 560	Clinical Aspects of Mental Health Care	3
HCA 570	Human Resource Management and Labor Relations	3
HCA 585	Health Care Policy and Analysis	3
HCA 595	Ethical and Legal Aspects of Health Care Administration	3

III. Internship Or Graduate Project: 3 credit hours **Credits**

Either	HCA 600 Health Care Administration Internship Or	
	HCA 601 Advanced Health Care Administration Internship	
Or	HCA 665 Graduate Project in Health Care	3

THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN HEALTH CARE ADMINISTRATION WITH A NURSING HOME ADMINISTRATOR LICENSURE OPTION (NHAL)

Purpose

With the dramatic increase in life expectancy and the growing number of agencies serving adults, the M.S. in Administration, Health Care Administration Specialization with a Nursing Home Administrator Licensure Option (NHAL) offers academic preparation for careers in administering programs, services and facilities for the elderly. Its purpose is to prepare administrators who have an understanding of the regulatory requirements of long term care and the knowledge and skills to be effective leaders.

The demographics of aging reflect the need for well-trained professionals to design and create supportive environments that foster independence, dignity, and quality of life. Our graduates are employed in a variety of longterm care settings: retirement communities, adult day care and senior centers, adult congregate living facilities, and skilled nursing centers.

Nursing Home Administrator Licensure (NHAL) Option

The NHAL Option of the Health Care Administration Specialization requires the completion of 42 credit hours. In addition to the core courses, the NHAL Option involves 24 credits of required courses and a 500 hour nursing home administration internship, necessary for licensure eligibility as a Nursing Home Administrator in the State of Florida.

Program requirements may change in order to comply with any changes made by the *State of Florida Department of Business and Professional Regulations*, and no Grandfather provision will apply should such program changes be necessary.

Undergraduate Prerequisite Courses for HCA (NHAL) Students: ACC 201 Financial Accounting and CMS 200 Introduction to Computers.

M.S. in Administration with a Specialization in HCA with NHAL Option Curriculum Overview

I. M.S. in Administration Foundation Courses: 15 credit hours

	Credits
MBA 500 Management and Administration	3
MS 505 Applied Research Methods	3
MBA 520 Marketing Management in a Global Economy	3
MBA 525 Management Information Systems	3
HCA 595 Ethical and Legal Aspects of Health Care Administration	3

II. Required Specialization Courses: 24 credit hours

	Credits
HCA 530 Financing and Reimbursement Systems for Health Care Services	3
HCA 541 Residential and Community Health Care Systems	3
HCA 542 Health Care Institutional Systems	3
HCA 550 Clinical Aspects of Medical Care	3
HCA 555 Accounting and Financial Management of Health Care Organizations	3
HCA 560 Clinical Aspects of Mental Health Care	3
HCA 565 Health Care Administration Management	3
HCA 570 Human Resource Management and Labor Relations	3

III. Internship: 3 credit hours

	Credits
Either GHS 603 Nursing Home Administration Internship	
Or GHS 604 Advanced Nursing Home Administration Internship	3

4. Ph.D. IN EDUCATIONAL LEADERSHIP WITH A GLOBAL PERSPECTIVE

Purpose

The Doctor of Philosophy (Ph.D.) degree in Educational Leadership with a Global perspective prepares graduates to create responsive academic and non-academic educational systems in our ever-changing global society. The doctorate offers a comprehensive, multi-faceted, multi-level

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curriculum designed to provide scholar-practitioners with the complex knowledge, skills, and competencies to create opportunities and locales for ongoing learning in a variety of settings.

Students will be expected to develop a global perspective, which entails the following:

1. An understanding and appreciation of the complexity and range of intercultural communication.
2. Cross-cultural communication skills to effectively engage in professional discourse and negotiation.
3. Leadership in fostering global awareness of the educational needs of the world's growing populations.
4. Vision to create innovative, effective models in systems of learning.

Within the context of the definition of a global perspective, the Purposes of the Ph.D. program are to produce graduates who are able to:

- (a) Analyze, evaluate and inform the knowledge base, necessary for educational innovation and change agency,
- (b) Conceptualize, design, and implement methodologies to facilitate productive lifelong learning in broadly diverse academic or non-academic populations, and
- (c) Create responsive academic and non-academic educational systems in our global society.

Ph.D. Program Specializations

Since its implementation, the doctoral program has attracted applicants who were interested in both academic and non-academic specializations. Two specializations are offered: Educational Leadership (the traditionally accepted nomenclature for advanced degrees for educators) and Corporate Leadership (for those in the private and public sector).

Educational Leadership

Educational Leadership at various levels: primary, secondary, higher education serve as the focus of practice and the dissertation.

Corporate Leadership

Corporate Leadership at various organizational levels: Human Resources, Training, Research and Development, CEOs in both public and private sectors of society.

Program Philosophy

We at Lynn University are dedicated to the development of each individual's intellectual, moral, and social strengths. We fulfill this dedication by:

Providing outstanding faculty and staff, to meet with highly motivated and talented learners in an inviting, comfortable atmosphere, where ideas are debated, dialogue is stimulated, and ongoing learning occurs.

Since our founding in 1962, the University has been proud of its tradition of educating men and women to be leaders in the private and public sector. As competent professionals, our graduates help to shape and direct the businesses, educational institutions and organizations of our world. We achieve this goal by offering programs of study to promote career development while cultivating an understanding of the issues and complexities of the human condition.

Our success is attributable to excellent academic programs, which reflect our belief in a balance between the breadth of the administration-management core and the depth of the state-of-the-art concentration. This combination is enriched by its associated practice dimensions and applications. Individualized learning is a Lynn hallmark that promotes a life-long passion for learning that continues to foster both personal and professional growth.

Two other key elements embody our philosophy:

- a. Use of a Cohort Model
- and
- b. Summer Study Abroad Opportunities.

The Lynn University Cohort Model

At admission, incoming students form a cohort, i.e. a grouping of doctoral students who begin the program together each Fall. As they progress through each term, a ten-week period, the students are socialized into doctoral level work and the program. The Model stimulates collegiality that enables learners to function as an effective peer group. It promotes respect for diverse abilities and a medium for exchanging alternate views of change and innovation.

By design, each cohort provides continuity with an exchange and critique of ideas by colleagues who develop the art of scholarly inquiry and exchange. The outcome of the Cohort Model is an intellectual community where its members test out ideas, explore new thinking, and experiment with ways of conceptualizing issues and resolving problems in the workplace environment.

Study Abroad Opportunities

Each year advanced international study is available at either the American College Dublin or other international sites affiliated with Lynn University. These opportunities are available annually and expose students to perspectives on global educational issues and challenges. In addition to seminars and research, meetings with leaders in innovative learning environments are scheduled to encourage dialogue and increased understanding of our global society.

The Ph.D. Curriculum

The Ph.D. curriculum focuses on the development of the scholar/practitioner who is an innovator in educational systems. This focus requires cultivation of a global perspective on educational systems and a comprehensive foundation for evaluating the societal trends, the resources, and the complex institutional arrangements, policies and procedures that combine to structure both contemporary and future learning systems, educational experiences and outcomes.

Regardless of the setting, each 21st century society will be confronted with the problems of how to:

1. to use increasingly scarce educational resources in a creative way,
2. to approach the ongoing educational challenges and demands of the new century, and

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3. to renew or transform our social institutions to successfully address the ongoing needs for knowledge, skills and competencies of our 21st century's culturally and socially diverse populations.

Ultimately, the goal of 21st century societies must be to create opportunities and locales for ongoing learning, not only in traditional educational systems, but in the workplace. The Lynn University doctoral degree is dedicated to developing the educational leadership to achieve this important and essential transformation.

Ph.D. Curriculum Overview

Credits

1. Research Requirements (12 credits)

EDU 600 Research Methods I 3

EDU 601 Research Methods II 3

EDU 602 Statistical Methods 3

Choice of one of the following advanced research courses

EDU 603 Advanced Quantitative Research 3

EDU 604 Advanced Qualitative Research 3

2. Breadth Requirements (12 credits)

EDU 620 International Systems I 3

EDU 621 International Systems II 3

EDU 622 Cultural Diversity in Educational Systems 3

EDU 623 Legal Aspects of Educational Systems 3

3. Depth Requirements (12 credits)

Credits

EDU 630 Transformational Leadership and Innovation 3

EDU 635 Technology & Communication for Educational Systems 3

EDU 640 Strategic Planning & Assessment for Educational Systems 3

EDU 752 Cross-cultural Communication and Understanding 3

4. Specializations (6 credits)

Credits

a. Educational Leadership

EDL 645 Models of Effective Program Innovations in Education 3

for Diverse Populations

Choice of one the following electives:

EDL 750 Special Topics in Educational Leadership 3

EDU 751 Cross-cultural Experiences 3

EDL 753 Governance and Finance of Educational Systems 3

b. Corporate Leadership

DOC 745 Models of Effective Program Innovations in Corporate Systems 3

Choice of one the following Electives:

DOC 645 The New Culturally Diverse Work Force: 3

Issues and Answers

DOC 760 Special Topics in Corporate Leadership 3

EDU 751 Cross-cultural Experiences 3

5. Application Requirements (18 credits) Credits

a. Practica

EDU 800 Practicum I 3

EDU 801 Practicum II 3

b. Dissertation

Credits

EDU 900 Doctoral Research Seminar I 3

EDU 901 Doctoral Research Seminar II 3

EDU 902 Dissertation Continuation 0

EDU 903 Dissertation Research Completion 3

EDU 904 Defense of the Dissertation 3

DOCTORAL PROGRAM POLICIES AND PROCEDURES

Practicum Policies and Procedures

Two **Practica** enable doctoral students to test out various models of innovation and contribute to specific educational or workplace learning systems. Submission of a written **Practicum Plan** is required and consists of the following components:

- a. Specification of the purpose(s) and time line of the **Practicum**,
- b. The learning goals of the **Practicum**,
- c. The plan for evaluating whether the learning goals are achieved, and
- d. The expected outcome(s) of the **Practicum**.

The **Practicum Plan** is reviewed and arranged only after the student has obtained the written consent of the advisor. Once the written proposal is approved, the student must secure written approval to conduct the **Practicum** from the site administrator. Any proposed modifications must be approved by the advisor. With the proposal's written acceptance by the site administrator, the approval process is complete, and the student may begin the **Practicum**.

Upon completion of the **Practicum**, the student submits the written final results to the advisor for grading.

Comprehensive Examination Policies And Procedures

1. Eligibility Requirements

Doctoral students are required to complete a total of 48 credits prior to the official application for the Comprehensive Examination. The 48 credits must consist of Research (12 credits), Breadth Courses (12 credits), Depth Courses (12 Courses), Specialization (6 credits), as well as **EDU 800** Practicum I (3 credits) and **EDU 900** Doctoral Research I (3 credits). To be eligible all course

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work must be completed with a minimum grade of a "B" and an overall GPA of 3.5. No "C" grades are accepted as fulfilling the eligibility requirements for the Comprehensive Examination. Any grade of "C" is not credited toward the doctoral degree. Such a grade must be replaced with an average that leads to a grade of "B" or its equivalent.

2. Application Process

The application for the Comprehensive Examination is available either through the College of Graduate Studies or the Office of the Registrar. The plan for the scheduling of the Comprehensive Examination and the form must be approved by the student's Advisor and submitted 10 weeks prior to the proposed scheduled date.

Requests are submitted to the Coordinator of the Doctoral Program for processing and final approval.

3. Structure of the Comprehensive Examination

The comprehensive examination is designed so that students must demonstrate competence in the broad areas of study of the doctoral program, and to demonstrate the ability to analyze, synthesize, and apply their knowledge across these areas.

A **Comprehensive Examination** ranging from 1 to 3 questions in each of the broad areas of study in which competency must be demonstrated, specifically:

1. Breadth Courses (*Educational Systems*),
2. Depth Course (*Leadership and Innovation*),
3. Specialization Courses (*Educational or Corporate Trends, Issues, and Problems*), and
4. Research Methodology and Statistical Applications.

The questions of each section are authored by faculty assigned to teaching responsibilities in each section of the curriculum. Faculty serve on a Comprehensive Examination Committee on a rotating basis as appointed by the Coordinator of the Doctoral Program.

4. Development of Comprehensive Questions

Model 1. Faculty who are assigned to a particular student's **Comprehensive Committee** are responsible for developing a minimum of three questions for the area., **OR**

Model 2. Faculty who teach in the knowledge area are responsible for developing two questions for the **Comprehensive Examination** after they have taught a course. The questions are submitted to the Coordinator of the Doctoral Program, who selects the final **Comprehensive** questions in consultation with the student's Advisor.

5. Scheduling of the Comprehensive Examination

Comprehensives are scheduled on two consecutive days, three hours allotted for each section or a total of 12 hours. The schedule for both days is 9:00 a.m. to noon and 1:00 - 4:00 p.m. with an hour for lunch.

6. Comprehensive Examination Process

At the time of the examination, no notes, diskettes or other references are to be used. A dictionary is available for reference and a *Spell Check* is in the computer software program. Calculators may be used.

Comprehensives are computerized to enable students to edit their written examinations. When the editing is completed, they ask the Monitor or College Secretary to put their work on a diskette provided by the College of Education. In turn, the diskette is processed by the designated doctoral secretary in the College of Education to make copies and distribute questions to those faculty who will be grading each section.

A complete set of questions is also provided to the Coordinator of the Doctoral Program. The doctoral secretary keeps a log of when the questions are distributed to faculty and when they are returned. The student's **Comprehensive Examination** diskette is brought to the Coordinator of the Doctoral Program, who is responsible for maintaining the security of the results, which are kept under lock and key.

7. Grading Process

The **Lead Instructor** of the knowledge areas is responsible for grading the section. The Coordinator of the Doctoral Program or her designee serve as Second Readers for two of the four questions. The Second Readers are responsible for reading the assigned questions and providing timely feedback (within two weeks of the examination date) to the Lead Instructor, who incorporates their input into the final determination of whether the student passes the section of the Comprehensive.

Two passes are required for each section. Two fails require the section to be repeated. Should the two readers disagree on in their grade, the results are brought to the Coordinator of the Doctoral Program, who assigns a Third Reader to break the tie.

8. Reporting the Results

The Coordinator of the Doctoral Program reviews all results and prepares the letter informing the student of the outcome. If a student passes all sections, they are informed that they have advanced to candidacy.

If a student fails any section, the Advisor reviews the results with the student and plans for the necessary remediation, which may include, but is not limited to:

Repeating a class or doing additional work in the area either of which results in a paper submitted to the Advisor who makes the final determination of the student's readiness to proceed and retake the failed section(s) of the Comprehensive.

The Coordinator of the Doctoral Program informs the student, Advisor and Registrar of the final outcome.

9. Repeating Sections of the Comprehensive Examination

Once the Advisor determines that a student has completed the necessary remediation and is ready to re-take the section(s) of the **Comprehensive Examination**, the Coordinator of the Doctoral Program is notified in writing with a request for re-scheduling the date and the section(s) to be re-taken. The Coordinator of the Doctoral Program then contacts the faculty to ascertain their

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availability and reschedules the **Comprehensive Examination**. Where possible, the same faculty who graded the first **Comprehensive** failed section should be used to evaluate the retake. However, the final choice of **Lead Faculty** for the section is the responsibility of the Coordinator of the Doctoral Program.

10. Time Limit on Passing the Comprehensive Examination

Doctoral students are allowed a maximum of three attempts to pass each section of the **Comprehensive Examination**. However, all retakes must be scheduled within one year of the date of first failed attempt. No student will be allowed to retake a failed section after the one year period. Failure to pass all four sections of the **Comprehensive Examination** will result in dismissal from the doctoral program.

Dissertation Policies And Procedures

The focus of the dissertation is on applied research in a specific institutional or organizational environment, where the scholar-practitioner demonstrates the use of the foundation knowledge in concert with the skills and competencies necessary to be an effective leader. The research must reflect a contribution to the theory and practice of leadership from a global perspective. In addition, the dissertation demonstrates dimensions of scholarship, originality and creativity in educational system innovation. Students are encouraged to publish the results of the dissertation.

1. Introduction

The Ph.D. in Educational Leadership with a Global Perspective is a research-oriented and practice-based doctorate. Doctoral students have the opportunity to develop a variety of research skills, and specialized knowledge through experiences and projects in their classes, Practica and finally their Dissertation.

The research courses lay the foundation for the mastery of the methodological and statistical expertise required for practice-based applied research. The course work and Practicum I at the end of the first academic year provide occasions to test out potential research ideas and to eventually focus the question that will serve as the basis for the dissertation.

2. Beginning the Exploration of the Dissertation Topic and Site

The experience in the program through a variety of courses provides time to meet faculty and begin the process of identifying potential **Dissertation Committee** members. Students explore their dissertation ideas with a variety of faculty and community experts, who may identify areas needing research or who might be interested in providing the research setting. In this process of discovering shared interests and needs, the student and advisor begin to identify which faculty might be available and interested in the proposed research and which setting(s) might serve as potential research sites.

3. Forming the Dissertation Committee

Dissertation Committees have at a minimum a Chairperson, one member from the College of Education and a third member who can be either an expert or practitioner in the field or a faculty member of a discipline outside of the College of Education.

An external committee member, that is one who is not on the Lynn University faculty, can be requested by the student in writing to the Coordinator of the Doctoral Program, who in turn requests that the prospective committee member submit the appropriate credentials for review and

final decision by the **Graduate Council**. Approval is granted for a specific **Dissertation Committee** and not a blanket approval for an external committee member to participate in other committees.

Once approved, external members appointed to a **Dissertation Committee** become part of the initial Dissertation Proposal process. They provide additional expertise in the area of the research and represent an objective outside member of the community of scholars who can assess the final research product, its quality, appropriateness, relevance, methodology and application to practice. External members are part of the final defense and approval of the dissertation.

4. Appointment of the Doctoral Committee

Once an advisor and student have finalized the Committee composition, and each prospective member has given written approval of his/her willingness to serve, the advisor submits their names to the Coordinator of the Doctoral Program. If approved, the Coordinator in turn sends each committee member a letter confirming their appointment and a confirmation letter to the student.

5. EDU 900 Doctoral Research Seminar: Preliminary Dissertation Proposal

For the first doctoral student cohort, by **Term 3 of 2000/2001**, the seventh term in the doctoral program, students formalize their doctoral research question in their **EDU 900 Doctoral Research Seminar** and draft their preliminary **Dissertation Proposal**.

The preliminary **Proposal** consists of a summary of the proposed first three chapters of the **Dissertation**. The initial draft of the **Proposal** is reviewed by the instructor, as well as the student's advisor if different from the instructor. Although not a requirement at this stage of the process, an Advisor may also suggest that the student review the **Preliminary Proposal** with prospective members of their Committee for their input and suggestions.

The **Preliminary Dissertation Proposal** is a minimum of 20 pages plus a **Reference List** and follows the major headings for the dissertation. A grade of **Pass** for **EDU 900** is received only when the Advisor and the Instructor have approved the **Preliminary Dissertation Proposal**. The Instructor for the course submits the grade to the Registrar.

6. EDU 901 Doctoral Research Seminar: The Dissertation Proposal

The **Dissertation Proposal** is developed in this seminar and readied for the Advisor's review. The **Proposal** may not be in completed form by the end of the term. If the **Proposal** is sufficiently complete by the end of the term and ready for the Advisor's review, the Instructor will submit a **Pass** grade to the Registrar. If the **Proposal** is not ready for the Advisor, the course Instructor submits grade of **Incomplete ("I")**.

NOTE: An "I" can remain *only for the Term following EDU 900*. If the Proposal remains unacceptable at that time, the grade converts to an "F." This grade requires an automatic Academic Progress Review for Dismissal by the Coordinator of the Doctoral Program, who reviews the student's records and progress and makes a final determination.

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7. Approval of Research Proposal

The Chairperson and **Dissertation Committee** are responsible for reviewing, making recommendations and suggestions for strengthening the proposed research, and finally approving the final **Dissertation Proposal**. At this time the forms are completed with signatures of all **Dissertation Committee** members and sent by the Chairperson of the student's committee to the Coordinator of the Doctoral Program for signature and forwarding to the Registrar for recording the student's progress toward the degree.

8. Defense of Dissertation

Upon completion of the doctoral dissertation, the student is required to present a defense of the dissertation to the faculty. The defense should be posted a minimum of two weeks before the presentation date. The presentation and defense are open to the faculty and public. Upon completion of the defense, the doctoral committee attests by their signatures, satisfactory completion of the dissertation process and the student is recommended to the Dean of Graduate Studies for the conferral of the Ph.d. degree.

5. GRADUATE CERTIFICATE PROGRAMS

The College of Graduate Studies offers three graduate certificate programs, each requiring 21 credits, including both course work and a 500-hour supervised internship. The certificate programs are in Health Care Administration, Aging Studies, and Geriatric Care Management. Prerequisites may be required for those who do not have the necessary undergraduate courses as preparation for the advanced graduate courses. Of specific note is **HCA 530 Financing and Reimbursement Systems for Health Care Services**, which requires verification of an undergraduate course in accounting.

CERTIFICATE IN AGING STUDIES

The Certificate consists of 21 credits, which include 18 credits in course work and a 3-credit, 500-hour supervised internship in the field.

The graduate Certificate in Aging Studies (CAS) is intended for professionals who wish to increase their knowledge about the physiological processes, characteristics, and psychosocial aspects of aging. The Certificate is useful for those working with the elderly, either as clinician administrators.

a. Required Courses: 18 credits

		Credit
Either	HCA 541 Residential and Community Health Care	
Or	HCA 542 Health Care Institutional Systems	3
HCA 530	Financing and Reimbursement Systems for Health Care Services	3
HCA 550	Clinical Aspects of Medical Care	3
HCA 560	Clinical Aspects of Mental Health Care	3
HCA 585	Health Care Policy and Analysis	3
HCA 595	Ethical and Legal Aspects of Health Care Administration	3

b. Internship/Graduate Project: 3 credits

Either	HCA 605 Eldercare Community Internship	
Or	HCA 665 Graduate Project in Health Care	3

CERTIFICATE IN GERIATRIC CARE MANAGEMENT

The 21-credit Graduate Certificate requires 18 credits of course work and a 3-credit, 500-hour supervised internship in the field.

This certificate is intended for professionals who work in the social work or health care industry in a variety of settings. The Certificate provides an opportunity to update knowledge of models of effective administrative practice in geriatric care management, as well as trends and prospects in the industry. The emphasis is on the improvement and coordination of patient care services to maximize quality care within budgetary constraints.

a. Required Courses: 18 Credits**Credits**

Either	HCA 541 Residential and Community Health Care	
Or	HCA 542 Health Care Institutional Systems	3
HCA 530	Financing and Reimbursement Systems for Health Care Services	3
HCA 550	Clinical Aspects of Medical Care	3
HCA 560	Clinical Aspects of Mental Health Care	3
HCA 590	Care Management: Theory and Practice	3
HCA 595	Ethical and Legal Aspects of Health Care Administration	3

b. Internship/Graduate Project: 3 credits**Credits**

Either	HCA 606 Internship in Care Management	
Or	HCA 665 Graduate Project in Health Care	3

CERTIFICATE IN HEALTH CARE ADMINISTRATION

The 21-credit Graduate Certificate requires 18 credits of course work and a 3-credit, 500-hour supervised internship in the field.

This certificate is intended for professionals who work in the health care industry in a variety of settings. The Certificate provides an opportunity to up-date knowledge of models of effective administrative practice in health care, as well as trends and prospects in the industry. The emphasis is on the improvement and coordination of patient care services to maximize quality care within budgetary constraints.

a. Required Courses: 18 credits**Credits**

Either	HCA 541 Residential and Community Health Care	
Or	HCA 542 Health Care Institutional Systems	3
Either	HCA 555 Accounting and Financial Management	
Or	HCA 570 Human Resource Management and Labor Relations	3
HCA 530	Financing and Reimbursement Systems for Health Care Services	3
HCA 565	Health Care Management and Administration	3

Quad	HCA 585	Health Care Policy and Analysis	3
	HCA 595	Ethics and Legal Aspects of Health Care	3
HCA	b. Internship/Graduate Project: 3 credits		
BMT			Credits
BMT			
Quad	Either	HCA 607 Internship in Health Care Administration	
	Or	HCA 665 Graduate Project in Health Care	3

CERTIFICATES FOR MATRICULATED GRADUATE STUDENTS

For students who are matriculated in the M.B.A., M.S. or M.Ed. degree program and wish to earn a certificate in an additional area, the certificate has the same 21-credit requirements. Up to nine credits may be waived if the degree courses included the same certificate courses. In these cases, a minimum of 12 additional credits is required in a combination of courses and an internship or Graduate Project.

In cases where the courses can not otherwise be scheduled in a timely manner or the student's career interests warrant it, the certificate may include both a Graduate Project and internship plus two courses to complete the 12-credit requirement. Any exceptions to this policy must be requested in writing and submitted to the Graduate Council for consideration, review, and final decision.

Alternatives:

a. **Courses:** 9 credits from courses designated as certificate courses or those required or elective for the certificate specialization

b. **Choice of EITHER** a Graduate Project: 3 credits **OR** an Internship: 3 credits (500 hours) in the certificate specialization

6. PROFESSIONAL STUDIES DIPLOMA PROGRAM

A two-year program of study is offered through The Conservatory of Music at Lynn University. This is a post-baccalaureate level program for students of piano, violin, viola, cello double bass, flute, oboe, clarinet, bassoon, trumpet, french horn, trombone, bass trombone, tuba or percussion with primary focus on advanced music performance education.

The requirements for this program include intensive applied study with specific performance requirements encompassing recitals, concerti, orchestral excerpts, and chamber music. After meeting the basic performance requirements, students enrolled in the Professional Studies Diploma Program fulfill their remaining performance requirements in a preferred area of specialization (i.e. solo, chamber music, orchestral, or a combination of these.)

Entrance to the Professional Studies Diploma Program is limited to those who have completed a Bachelor of Music Degree in Performance or an approved equivalent course of study, and who pass a rigorous entrance audition on their major instrument. Auditions for the PSDP should be presentations of repertoire equivalent to the level 600 recital described in the course description and should meet the guidelines listed in the specific instrumental area. Please contact The Conservatory at Lynn University directly for audition dates, requirements and repertoire guidelines at 561-999-4386.

Required coursework includes music studies and a course in Career Development. A student may elect to take additional coursework at his/her discretion, with approval from his/her Advisor.

Performance opportunity is a major part of the curriculum and education experience. Solo, ensemble, orchestral and contemporary music performance opportunities abound. Studio classes, weekly convocation recitals and a host of public performance settings provide the forum for this portion of the program.

Any student enrolled in the Professional Studies Diploma Program must be enrolled a minimum of two years in order to be considered for graduation/program completion.

All Professional Studies Diploma Program students must enroll in Applied Major Instrument during *each* term regardless of the number of credits already earned. All students majoring in an orchestral instrument must enroll in Large Ensemble and Small Ensemble during each term of enrollment regardless of the number of credits already earned.

PROFESSIONAL STUDIES DIPLOMA (STRINGS, WINDS, BRASS AND PERCUSSION)

MUSIC REQUIREMENTS (39 CREDITS)

_____	APM	Applied Major Instrument I - IV	16
_____	CHM	Small Ensemble I - IV	8
_____	ENS	Large Ensemble I - IV	4
_____	HCDS 480	Career Development Seminar	2
_____	REC 511	PSDP Recital: Concerto	1
_____	REC 512	PSDP Recital: Mock Audition	1
_____	REC	PSDP Recital: Concerto/Chamber/Mock Audition (500+)	4
_____	REC 600	PSDP Recital: Recital	3

MUSIC ELECTIVES (6 CREDITS)

_____	THY / MHS	300+ Music Theory / History Elective	2
_____	THY / MHS	300+ Music Theory / History Elective	2
_____	THY / MHS	300+ Music Theory / History Elective	2

STRINGS, WINDS, BRASS, AND PERCUSSION TOTAL CREDITS: 45

PROFESSIONAL STUDIES DIPLOMA (PIANO)

MUSIC REQUIREMENTS (35 CREDITS)

_____	APM	Applied Major Instrument I - IV	16
_____	CHM / EAP	Small Ensemble / Ensemble Arts for Pianists	8
_____	HCDS 480	Career Development Seminar	2
_____	REC 511	PSDP Recital: Concerto	1
_____	REC	PSDP Recital: Concerto/Chamber Work (500+)	5
_____	REC 600	PSDP Recital: Recital	3

MUSIC ELECTIVES (6 CREDITS)

_____	THY / MHS	300+ Music Theory / History Elective	2
_____	THY / MHS	300+ Music Theory / History Elective	2
_____	THY / MHS	300+ Music Theory / History Elective	2

PIANO TOTAL CREDITS: 41

Professional Studies Diploma Suggested program

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First Year

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APM 511 Applied Major Instrument 4

HCDS 480 Career Development Seminar 2

REC 500+ Performance Requirement 2

*CHM 511 Small Ensemble 2

*ENS 511 Large Ensemble 1

**CHM/EAP Small Ensemble / Ensemble Arts 2

(Pianists 10) 11

Spring **Cr.**

APM 512 Applied Major Elective 4

MHS/THY Music History / Theory Elective 2

REC 500+ Performance Requirement 2

*CHM 512 Small Ensemble 2

*ENS 512 Large Ensemble 1

**CHM/EAP Small Ensemble / Ensemble Arts 2

(Pianists 10) 11

Second Year

Fall **Cr.**

APM 611 Applied Major Instrument 4

MHS/THY Music History / Theory Elective 2

REC 500+ Performance Requirement 2

*CHM 611 Small Ensemble 2

*ENS 611 Large Ensemble 1

**CHM/EAP Small Ensemble / Ensemble Arts 2

(Pianists 10) 11

Spring **Cr.**

APM 612 Applied Major Elective 4

MHS/THY Music History / Theory Elective 2

REC 600 Performance Requirement 3

*CHM 612 Small Ensemble 2

*ENS 612 Large Ensemble 1

**CHM/EAP Small Ensemble / Ensemble Arts 2

(Pianists 11) 12

Total Credits: 45 For Strings, Winds, Brass and Percussion

Total Credits: 41 For Pianists

** FOR PIANISTS ONLY

* FOR STRINGS, WINDS, BRASS, AND PERCUSSION ONLY

PART 6

GRADUATE COURSE DESCRIPTIONS

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A course description indicates that the University is currently offering the course, however, if a degree program is discontinued, the courses offered for that program shall be restricted to those students previously enrolled in the program.

COURSE DESIGNATION GUIDE

APM	Applied Music
BMT	Biomechanical Trauma
CDS	Career Development Seminar
CJA	Criminal Justice Administration
DOC	Corporate Leadership
EDL	Educational Leadership
EDU	Education
ENS	Ensemble Music Studies
GHS	Geriatric Health Systems
GSR	Graduate Seminar
HA	Hospitality Administration
HCA	Health Care Administration
MBA	Management, Business Administration
MHS	Music History
MS	Master in Science
MUS	Music
REC	Recital
SAM	Sports and Athletics Administration
THY	Music Theory

COURSE DESCRIPTIONS

Please note: Course numbers 597, 697, 797 and 897 denote Independent research projects and other approved phases of research or independent study. They are available in all disciplines and the prerequisite is the permission of the appropriate Program Coordinator and the Dean of the College of Graduate Studies. 1-3 credit hours.

APM 511-612 APPLIED MUSIC-MAJOR INSTRUMENT

In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through scales, arpeggios, etudes, exercises, and a broad variety of repertoire. Students develop independent thinking with the understanding of musical color, shape, form, style, direction and control. The necessities of musical art. In addition to individual teaching, weekly studio class sessions present a performance workshop dealing with various topics such as technique, performance and pedagogy. 4 credit hours. Prerequisite: Admission to Conservatory.

BMT 540 INTRODUCTION TO BIOMECHANICS

Overview of basic terminology and physics of materials, solid mechanics, statistics and dynamics with an emphasis on clinical trauma applications. 1.5 credit hours

BMT 541 ERGONOMICS

Conceptual overview of basic motion analysis, biological signals, force and energy measurement and uses for estimating body mechanics. Applications to a variety of activities, such as daily

living and work tasks. Evaluation of injuries, task and device design to minimize mechanical demands to injured subjects. 1.5 credit hours

BMT 542 BIOMECHANICS OF HARD AND SOFT TISSUE INJURIES

Analysis of the mechanical behavior of hard and soft tissues with relation to mechanisms of injury, evaluation of injury patterns, mechanical stability of injured limb parts and the biomechanics of orthopaedic management of injuries. 1.5 credit hours

BMT 543 BIOMECHANICS OF MOTOR VEHICLE ACCIDENTS

Basic physics of impact mechanics on vehicles and occupants. Analysis of the relationship between impact mechanics on occupants and their injury patterns. Biomechanical and legal reconstruction of motor vehicle accidents and injuries in relation to motor vehicle design, function of safety features and strategies for trauma management. 1.5 credit hours

BMT 544 BIOMECHANICS OF THE SPINE AND UPPER EXTREMITIES

Application of biomechanical principles to the evaluation of spinal cord and upper extremity injuries of the hard and soft tissues along with the biomechanics of their treatment. Biomechanics of orthopaedic devices and constructs utilizing orthopaedic devices related to principles of management. 1.5 credit hours

BMT 545 BIOMECHANICS OF THE LOWER EXTREMITIES AND SPORTS INJURIES

Application of biomechanical principles to the evaluation of sports and lower extremity injuries of hard and soft tissues, as well as their biomechanics of treatment. Biomechanics of orthopaedic devices and constructs utilizing orthopaedic devices related to the principles of management. 1.5 credit hours

BMT 550 NEUROLOGY I

An overview of the neurophysiological basis of biomechanical trauma, including: associated neuropathology, diagnosis, instrumentation, and practical considerations for diagnostic protocols. 1.5 credit hours

BMT 551 NEUROLOGY II

An examination of the clinical management of biomechanical trauma from a neurophysiological perspective, including: pharmacological, rehabilitative and other treatment strategies for specific diagnoses. 1.5 credit hours

BMT 560 ORTHOPAEDICS AND REHABILITATION OF THE SPINE AND UPPER EXTREMITIES

Classification and analysis of injuries, incidence of injuries, as well as management strategies for acute and definitive care, rehabilitation and outcomes. 1.5 credit hours

BMT 561 ORTHOPAEDICS AND REHABILITATION OF THE LOWER EXTREMITIES AND SPORTS INJURIES

Classification and analysis of injuries, incidence of injuries, as well as management strategies for acute and definitive care, rehabilitation and outcomes. 1.5 credit hours

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BMT 570-574 DIRECTED RESEARCH

HCA

Ongoing consultation with the research advisor about the progress of the publishable research and final project. (1 credit hour for Quadrants 2- 6)

BMT

BMT

BMT 575 BIOMECHANICAL RESEARCH SEMINAR

Qua

Presentation of the publishable research in a symposium format. (1 credit hour)

MB

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CDS 480 CAREER DEVELOPMENT SEMINAR

This course helps the Conservatory student define individual career objectives and develop the skills required to achieve these goals. Guest speakers from the faculty and the music community visit the seminar through the semester. Prerequisite: APM 212. 2 credit hours. Prerequisite: Admission to Conservatory.

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CHM 511 - 612 SMALL ENSEMBLE

The chamber music program focuses on the process of coming together to achieve the most rewarding musical experience while recognizing the substantial individual and collective responsibility required of each ensemble member. Regular coachings and rehearsals form the basis for developing the skill of musical interaction. Chamber groups perform as they become ready, both on campus and throughout the community. 2 credit hours.

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Prerequisite: Admission to Conservatory.

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CJA 597 INDEPENDENT STUDY

Opportunities to explore both career directions and areas of individual interest. (1-3 credits)

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CJA 608 LAW, EVIDENCE, AND ETHICS

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Comprehensive examination of the rules of evidence followed in criminal trials and administrative proceedings. Special attention to the methods and ethical obligations of government agents assigned to gather evidence. 3 credit hours

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CJA 636 CIVIL RIGHTS AND CIVIL LIBERTIES

Comparative analysis of conflicting group interests that arise around key civil rights issues, such as freedom of speech and assembly, church-state relations, and equal treatment before the law for members of minority groups. Victims' and defendants' rights are explored and contrasted. 3 credit hours

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CJA 656 CONFLICT RESOLUTION IN POLICE ADMINISTRATION

Systematic and in-depth consideration of the major issues confronting administrators of large urban police departments, ranging from professionalism, recruitment, selection, training, deployment, crime trend analysis, innovation, and the evaluation of charges of brutality, inefficiency and corruption. 3 credit hours

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CJA 657 THE POLICE AND THE COMMUNITY

The modern police organization in its role as "partner" with the community serves such specialized programs as DARE, Crime-Watchers, Civilians on Patrol (COP). Special attention to

the socio-economic and political factors that contribute to the concept of "community" in the context of the current transition from historical regulatory policy implementation to "community policing". Exploration of the impact of detention, parole policy, incarceration, and correctional institutions on communities. 3 credit hours

CJA 659 GLOBAL PERSPECTIVES IN POLICE ADMINISTRATION

Overview and analysis of crime trends with an international focus. U.S. law enforcement compared and contrasted with other nations' police systems in terms of similarities and differences in administration, organization, principal functions and objectives, governmental control and oversight. Relationship between the police and public during significant crises, such as terrorism or natural disaster. Identification of alternate solutions and approaches to sound criminal justice administration, correctional institutions, probation and parole. 3 credit hours

CJA 661 YOUTH AND DELINQUENCY CONTROL

In-depth examination of the social conditions that result in lawbreaking by youth, the ensuing delinquency issues and resulting legal practices. Case study approach focusing on the interaction between the police and adolescents when dealing with such community issues as gang violence and mass civil disobedience. Alternative control strategies proposed and elaborated.

3 credit hours

CJA 665 GRADUATE PROJECT IN CRIMINAL JUSTICE ADMINISTRATION

Culminating Graduate Projects represent topics of professional interest selected by the students and approved by their advisor for its relevance and importance in the Criminal Justice field. In the Project, the student must demonstrate the integration of theory with practice, as well as demonstrate expertise in the subject matter. Final Projects are presented in a seminar.

3 credit hours

DOC 645 THE NEW CULTURALLY DIVERSE WORKFORCE

An exploration of the trends related to the changes in the make-up of the new force and associated issues and opportunities afforded by the changes to increase equity and access to educational opportunities and foster personal growth and development. 3 credit hours

DOC 745 MODELS OF EFFECTIVE PROGRAM INNOVATIONS IN CORPORATE SYSTEMS

This course emphasizes the leader as a change agent and developer of the total enterprise. Managing change, fostering creativity, encouraging entrepreneurial spirit while developing a "learning" organization is explored. Strategy testing and tactical implementation, building corporate culture, and models of decision making will also be discussed. Instruction methods will include case study analysis and business simulations. 3 credit hours

DOC 760 SPECIAL TOPICS IN CORPORATE LEADERSHIP

Current issues and problems in non-academic educational systems. 3 credit hours.

EDL 645 MODELS OF EFFECTIVE PROGRAM INNOVATIONS IN EDUCATION FOR DIVERSE POPULATIONS

Planning, implementing and assessing effective learning programs and opportunities for culturally

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diverse populations. Needs assessments to evaluate the kind and level(s) of need, identifying target group(s), setting priorities, establishing program parameters, the type(s) of learning opportunities to satisfy those needs, the related policies to guide to program/service, and define expected outcomes. Evaluation strategies to monitor changes and outcomes to assure institutional program effectiveness and continued relevance. 3 credit hours.

EDL 750 SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP

Current issues and problems in academic educational systems. 3 credit hours.

EDL 753 GOVERNANCE AND FINANCE OF EDUCATIONAL SYSTEMS

Administrative structure and linkage of educational systems to varying local, state and national constituencies that have legislative and financial impact on institutional renewal and change. 3 credit hours.

EDU 500 FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION

An exploration and analysis of exceptional student education with a focus on government policy, particularly P.L. 94-142 and the A.D.A.; areas contributing to the history of special education; legal and ethical issues in exceptional student education; and major theories associated with mildly handicapped situations. **Field experience and observation required.** 3 credit hours

EDU 505 APPLIED RESEARCH METHODS

A review of the various methods of research and basic statistical methods appropriate to educational research. Students select a topic of interest in varying exceptionalities, design a research project and draft a proposal. Completion of the first two chapters of the Graduate Program: 1-Introduction and 2-Review of the Literature. 3 credit hours

EDU 510 LANGUAGE DEVELOPMENT AND LEARNING

Theories of language acquisition, various models and patterns of language adaptation, types of listening and variables that affect listening, formal language tests, informal assessment measures of language problems, and specific teaching strategies in the areas of expressive and receptive language. 3 credit hours

EDU 511 CHARACTERISTICS AND NEEDS OF MILDLY HANDICAPPED STUDENTS

An in-depth study of the characteristics and needs of the mildly handicapped student (mentally handicapped, specific learning disabilities, emotionally handicapped) along with the use of various teaching strategies and individual instruction. Suggested materials and methods utilize microcomputers, self-correcting materials, instructional games, and personalized education Activities. **Field experience and observation required.** 3 credit hours

EDU 512 INSTRUCTIONAL STRATEGIES FOR EMOTIONALLY HANDICAPPED STUDENTS

Specialized strategies for teaching emotionally handicapped (EH) students. Overview of instructional techniques, motivational strategies. Highlighted are the development, implementation and evaluation of individualized educational plans along with data base management. Field experience and observation required. *Prerequisite: EDU 500 or EDU 511* 3 credit hours

EDU 513 INSTRUCTIONAL STRATEGIES FOR MENTALLY HANDICAPPED STUDENTS

An exploration of unique teaching strategies for mentally handicapped (MH) students. Highlighted are the development, implementation, and evaluation of individualized educational plans. Special approaches to teaching functional skills, developmental programming, and data base management. **Field experience and observation required.** *Prerequisite: EDU 500 or EDU 511* 3 credit hours

EDU 514 INSTRUCTIONAL STRATEGIES FOR SPECIFIC LEARNING DISABILITIES

Individualized instructional strategies for teaching students with specific learning disabilities (SLD), including specialized approaches to teaching basic skills and adaptation of curriculum. **Field experience and observation required.** *Prerequisite: EDU 500 or EDU 511* 3 credit hours

EDU 520 APPLIED LINGUISTICS

Current linguistic theories and principles related to second language acquisition research and teaching. Application of theory to teaching basic content area and for the development of English as a second language and literacy for linguistically and culturally diverse students. **Field experience and observation required.** 3 credit hours

EDU 521 METHODS OF TEACHING E.S.O.L.

An overview of current and effective instructional methods and strategies for planning and delivering instruction to English language learners in a variety of classroom settings and for a variety of purposes. In-depth application of theory, principles, and research to methods and strategies. **Field experience required.** *Prerequisite: EDU 520* 3 credit hours

EDU 522 CURRICULUM AND MATERIALS DEVELOPMENT FOR E.S.O.L.

Advanced practices in planning, selecting, adapting, implementing and evaluating instructional programs, materials, content and resources appropriate to both instructional goals and needs of linguistically and culturally diverse students. Special emphasis on the application of language sensitive content teaching, adapting, as well as developing content and materials for English language learners. **Field experience and observation required.** *Prerequisite: EDU 521* 3 credit hours

EDU 523 CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING

Identification of cultural issues related to communication, classroom interaction, academic content, as well as parental and community involvement. Activities designed to foster the importance and appreciation of greater understanding and empathy among ethnolinguistic groups. Emphasis on development of teaching strategies for multicultural classrooms. **Field experience required.** 3 credit hours

EDU 525 TESTING AND EVALUATION IN E.S.O.L.

Advanced study and research on current issues in the field of E.S.O.L. testing and evaluation. Development of skills necessary for selecting, designing and administering appropriate assessment instruments for the purposes of evaluating second language proficiency and monitoring academic progress. **Field experience required.** 3 credit hours

EDU 534 CLASSROOM BEHAVIOR MANAGEMENT

Developing strategies to formulate a standard of behavior in special needs classrooms. Methods to promote instructional momentum for special needs classrooms and special educators working within regular classrooms. 3 credit hours

EDU 561 ASSESSMENT OF EXCEPTIONAL STUDENTS

In-depth knowledge and competencies necessary to administer formal tests and utilize types of informal measures. Provides teachers with the skills necessary in identifying various handicapped conditions. **Field experience and observation required.** 3 credit hours

EDU 570 CAREER MANAGEMENT AND TRANSITION PLANNING FOR EXCEPTIONAL STUDENTS

Comprehensive guide to collegiate, counseling, residential, social and vocational programs, serving adolescents and young adults with learning disabilities and other mild handicaps. **Field experience and observation required.** *Prerequisite: EDU 500 or EDU 511* 3 credit hours

EDU 581 STUDENT TEACHING IN VARYING EXCEPTIONALITIES

Culminating field experience in a program for students with exceptionalities, demonstrating competencies learned throughout the program. **Required of all students who do not have an undergraduate degree in Education.** *Prerequisites: Completion of all program requirements.* Lab fee: \$30.00 (6 credit hours)

EDU 600 RESEARCH METHODS I

An overview of quantitative and qualitative methodologies and processes used in applied research: definition of the problem, selection of key variables, determination of appropriate methodology, selection of subjects, protection of subjects' rights, plan for research implementation and data collection, and development of the research proposal and timeline. Research site approval. 3 credit hours

EDU 601 RESEARCH METHODS II

A continuation and expansion of the Research Methods I course. 3 credit hours.

EDU 602 STATISTICAL METHODS

Measurement and statistical analysis of parametric and non-parametric data. Techniques, applications and analysis, using spreadsheets and statistical packages for computerized data analysis. 3 credit hours.

EDU 603 ADVANCED QUANTITATIVE RESEARCH

Application of statistics for hypothesis testing on quantitative data. Selection of appropriate statistical tests for research designs, the use of statistical tests for analyzing quantitative data, understanding of computer statistical programs and interpretation of statistical results. *Prerequisite: EDU 602 Statistical Methods.* 3 credit hours.

EDU 604 ADVANCED QUALITATIVE RESEARCH

Understanding and developing a qualitative research design. To focus, identify potential problems and solutions and develop useful and relevant theory in qualitative research. 3 credit hours.

EDU 620 INTERNATIONAL SYSTEMS I

An examination and comparison of international educational systems from their philosophy of education to their management to their outcomes. 3 credit hours

EDU 621 INTERNATIONAL SYSTEMS II

An examination and comparison of international non-academic educational systems from their philosophy of education to their management to their outcomes. 3 credit hours

EDU 622 CULTURAL DIVERSITY IN EDUCATIONAL SYSTEMS

Analysis of the changing demographics of the world population and its implications for basic human needs on all levels: educational, psycho-bio-social, environmental. Trends and countervailing forces affecting social disorganization and the need for institutional renewal in educational systems. 3 credit hours

EDU 623 LEGAL ASPECTS OF EDUCATIONAL SYSTEMS

Exploration of the historical and contemporary legal challenges in educational systems and management of the litigious environment that emerges. Constitutional, statutory and common law relating to education are discussed. 3 credit hours

EDU 630 TRANSFORMATIONAL LEADERSHIP AND INNOVATION

Theories of leadership: roles, styles and management of the change process in educational systems. Planning, implementation and assessment process of the leader's vision for program innovation. 3 credit hours

EDU 635 TECHNOLOGY AND COMMUNICATION FOR EDUCATIONAL SYSTEMS

The role of technology and its impact on traditional and non-traditional educational systems. Historical perspectives on traditional and non-traditional ways of educating coupled with theories of how we communicate and learn. Range and mix of technology available as instructional tools to enhance learning across culturally diverse groups and environments. Future directions of technological innovations in educational systems. 3 credit hours

EDU 640 STRATEGIC PLANNING AND ASSESSMENT FOR EDUCATIONAL SYSTEMS

Elements of strategic planning for innovation in educational systems: Environmental scanning, SWOT analysis, renewing the organizational mission, goals and objectives to address new needs. Defining roles and levels of strategy for each institutional unit/sub-unit in implementing and assuring the strategic control of the plan over time. 3 credit hours

EDU 664 GRADUATE PROJECT IN VARYING EXCEPTIONALITIES I

Continuation of the research initiated in EDU 505. Refinement of research methodology, data gathering and presentation of results, concluding with the development and completion of the Graduate Project Chapters 3 Methodology and 4 Results. *Prerequisite: EDU 505* 3 credit hours

EDU 665 GRADUATE PROJECT IN VARYING EXCEPTIONALITIES II

Continuation of EDU 664. The Graduate Project will reach its final stage with the completion of Chapter 5 Discussion and Conclusions. The student will demonstrate expertise in the subject matter through a written Graduate Project and its oral defense to the faculty. *Prerequisite: EDU 664* 3 credit hours

EDU 750 SEMINAR IN SPECIAL TOPICS I

Current issues and problems in academic educational systems. 3 credit hours

EDU 751 CROSS-CULTURAL EXPERIENCES

Students may travel to other countries to conduct research. 3 credit hours.

EDU 752 CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING

Emphasis on examining the ways in which we communicate across socioeconomic and cultural dimensions to become effective leaders and innovators. 3 credit hours

EDU 753 GOVERNANCE AND FINANCING OF EDUCATIONAL SYSTEMS

Administrative structure and linkage of educational systems to varying local, state and national constituencies that have legislative and financial impact on institutional renewal and change. 3 credit hours

EDU 800 PRACTICUM I

A beginning level field experience in which the scholar-practitioner demonstrates (a) familiarity with a topical and important educational leadership issue, (b) the ability to design and implement a proposal successfully, and (c) critical thinking skills in analyzing the outcome, drawing conclusions and making recommendations to the appropriate audiences. 3 credit hours

EDU 801 PRACTICUM II

An advanced level field experience in which the scholar-practitioner demonstrates (a) familiarity with a topical and important educational leadership issue, (b) the ability to design and implement a proposal successfully, and (c) critical thinking skills in analyzing the outcome, drawing conclusions and making recommendations to the appropriate audiences. 3 credit hours

EDU 900 DOCTORAL RESEARCH SEMINAR I

Assessing question(s) in educational leadership from a global perspective, resulting in a researchable question and proposed methodology for the Dissertation Proposal. This preliminary proposal must be approved by the advisor prior to registering for EDU 901. 3 credit hours

EDU 901 DOCTORAL RESEARCH SEMINAR II

Finalizing the dissertation question(s) and appropriate methodology in educational leadership from a global perspective, resulting in a completed Dissertation Proposal. This proposal is reviewed by the student's Dissertation Committee for final approval. A grade is given once the Proposal has been approved by the Committee. Prerequisite: Approved preliminary proposal from EDU 900 3 credit hours

EDU 902 DISSERTATION CONTINUATION

Used to maintain residency during completion of Dissertation. Fee paid for Residency requirement. (0 credit hours)

EDU 903 DISSERTATION COMPLETION

For the last term of doctoral study only. Enrollment is required in the term in which graduation requirements are completed. Includes final Dissertation approval. 3 credit hours

EDU 904 DEFENSE OF THE DISSERTATION

For the last term of doctoral study only. Enrollment is required in the term in which graduation requirements are completed. Includes successful defense of the Dissertation. Taken with EDU 903. 3 credit hours

ENS 511 - 612 LARGE ENSEMBLE

This course provides the students with an opportunity to learn and perform orchestral

repertoire from a wide range of periods and styles. It is a class in ensemble performance; rehearsals and concerts provide a guided practical experience in all factors of music making (including phrasing, pacing, articulation, intonation, balance rhythm, ensemble, and sound quality.) 1 credit hour. Prerequisite: Admission to Conservatory.

GHS 603 NURSING HOME ADMINISTRATION INTERNSHIP

A supervised 650-hour internship designed for those who do not have experience in the field. Development of professional competence in administering a nursing home facility approved for a 650-hour internship placement. Internship covers the 6 domains of practice stipulated in Chapter 468 Part II of the Florida Statutes & Rule Chapter 64B-10: resident care management, personnel management, financial management, environmental management, regulatory management and organized management. Internship requires supervised departmental rotation, written log and evaluation as detailed in the AIT and University Training Manual for Nursing Home Interns. Completion of an Internship Project and passing an Internship Examination are requirements. 3 credit hours

GHS 604 ADVANCED NURSING HOME ADMINISTRATION INTERNSHIP

A supervised 500-hour internship designed for those with documented experience in the field. Development of professional competence in administering a nursing home facility approved for a 500-hour internship placement. Internship covers the 6 domains of practice stipulated in Chapter 468 Part II of the Florida Statutes & Rule Chapter 64B-10: resident care management, personnel management, financial management, environmental management, regulatory management and organized management. Internship requires supervised departmental rotation, written log and evaluation as detailed in the AIT and University Training Manual for Nursing Home Interns. Completion of an Internship Project and passing an Internship Examination are requirements. 3 credit hours

GSR 501 GRADUATE ORIENTATION SEMINAR

This course is a one-day program designed to orient students to the specific policies, procedures, programs and services available at Lynn University. 0 credit hours

HA 525 FOOD SERVICE ADMINISTRATION

Food service systems and operations. Controls and financial management of efficient food service operations. 3 credit hours

HA 530 RESORT DEVELOPMENT AND MANAGEMENT

Principles of resort management with particular reference to the social, economic, and environmental issues involved in resort development and management. 3 credit hours

HA 550 HOSPITALITY ADMINISTRATION EDUCATION

An overview of educational research, curriculum development, and the role of the faculty member in Hospitality Administration education. 3 credit hours

HA 555 FINANCIAL MANAGEMENT

An overview of financial management in the service industry in the short term and long term, including: pricing, cost analysis, forecasting, financial statement analysis. 3 credit hours

HA 570 HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS

Comprehensive overview of personnel practices and labor relations including human resource planning, ADA, staffing, performance appraisal, leadership studies, labor-management relations and collective bargaining. Leadership studies are highlighted. 3 credit hours

HA 575 SERVICE MANAGEMENT

An integrated approach to the marketing, operational and human aspects of managing a service business. Case studies of service businesses provide the major focus for service management analysis. 3 credit hours

HA 597 INDEPENDENT STUDY IN HOSPITALITY ADMINISTRATION

Opportunities to explore both career directions and areas of individual interest. (1-3 credit hours)

HA 665 GRADUATE PROJECT IN HOSPITALITY ADMINISTRATION

The Project is developed in an area of professional interest and importance in the Hospitality field. The project must reflect the integration of theory and practice, as well as demonstrate expertise in the subject matter. 3 credit hours

HA 670 SPECIAL TOPICS IN HOSPITALITY

Analysis of special topics of current interest that reflect the latest developments or current trends in the industry. 3 credit hours

HCA 530 FINANCING AND REIMBURSEMENT SYSTEMS FOR HEALTH CARE SERVICES

Examination of various financing and reimbursement systems for health care services. Review of private insurance and government sponsored health plans and entitlement programs including Medicare and Medicaid. Analysis of marketplace forces that drive the costs of health care. Emphasis will be on the impact of managed care programs as they affect the acute, subacute and long term care industries. 3 credit hours

HCA 541 RESIDENTIAL AND COMMUNITY HEALTH CARE SYSTEMS

Analysis of the health and mental health systems and utilization patterns. Examination of the structure, services, and regulatory requirements of assisted living facilities, home health agencies, adult day care centers and hospices. Specific services analyzed in terms of regulatory requirements, access, and outcomes. 3 credit hours

HCA 542 HEALTH CARE INSTITUTIONAL SYSTEMS

Examination of the structure, services, and regulatory requirements of nursing homes. Licensing, structural requirements, roles-duties of administrators, staffing patterns, and resident assessment are reviewed. Physical environment, life safety, universal precautions, and ADA requirements are examined in depth. Federal regulations and state codes/statutes. 3 credit hours

HCA 550 CLINICAL ASPECTS OF MEDICAL CARE

Overview of anatomy and physiology of illness and disease processes. Acute and chronic illness processes and their manifestations along with health behaviors and nutritional needs.

Pharmacological and medical treatment reviewed along with professional and medical ethics.
3 credit hours

HCA 555 ACCOUNTING AND FINANCIAL MANAGEMENT OF HEALTH CARE ORGANIZATIONS

An overview of financial management in the short and long term health services industry. Emphasis placed on pricing, cost analysis, forecasting, budgeting, and financial statement analysis. *Prerequisite: ACC 201* 3 credit hours

HCA 560 CLINICAL ASPECTS OF MENTAL HEALTH CARE

Examination of the psychological theories of aging over the life span. Identification of the behavioral aspects: needs, stressors, psychodynamics, personality, emotions, and reactions. Review of major clinical diagnoses and associated treatment regimens. Individual care planning, rehabilitative and restorative care, models of effective treatment services. 3 credit hours

HCA 565 HEALTH CARE MANAGEMENT AND ADMINISTRATION

Examination of management policies and practices in health care administration including forecasting, planning, marketing, organizing, staffing and directing complex, multi-cultural health care facilities. Successful managerial strategies will be stressed. Emphasis will be on corporate compliance programs as they relate to the health care industry including governmental antitrust policies as they affect change in the health care delivery system. 3 credit hours

NOTE: Health Care Administration students may substitute HCA 565 Health Care Management and Administration for MBA 500 and HCA 555 Accounting and Financial Management of Health Care Organizations for MBA 550. Program Director approval needed for these substitutions.

HCA 570 HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS

Comprehensive overview of personnel practices and labor relations, including human resource planning, ADA, staffing, performance appraisal, labor-management relations and collective bargaining. Leadership studies highlighted. 3 credit hours

HCA 585 HEALTH CARE POLICY AND ANALYSIS

Analysis of the federal, state, and local level trends and initiatives affecting health care policy and its formulation. Focus on the social, economic, and political forces shaping health care policy and service delivery. 3 credit hours

HCA 590 CARE MANAGEMENT: THEORY AND PRACTICE

The theory and practice of care management and its implications. Skills development in interviewing, assessment instruments, and report writing with a comprehensive overview of crisis management, family dynamics, advocacy and confidentiality. 3 credit hours

HCA 595 ETHICAL AND LEGAL ASPECTS OF HEALTH CARE ADMINISTRATION

Examination of the ethical, moral and legal issues affecting the health care administrator and policy maker. The establishment and function of an ethics committee will be addresses. Key issues concerning patient rights will be analyzed through the use of case studies. 3 credit hours

HCA 597 INDEPENDENT STUDY IN HEALTH CARE ADMINISTRATION

Opportunities to explore both career directions and areas of individual interest. (1-3 credit hours)

HCA 600 HEALTH CARE ADMINISTRATION INTERNSHIP

A supervised 650-hour internship in a health care setting, designed for those who do not have experience in the field. Requires a written log, reports and evaluations. An Internship Project on a topic of interest to the student is required in order to demonstrate integration of theory with practice in health care administration. Regularly scheduled meetings with both the field supervisor and the faculty advisor. 3 credit hours

HCA 601 ADVANCED HEALTH CARE ADMINISTRATION INTERNSHIP

A supervised 500-hour internship in a health care setting for those with documented experience in the field. Requires a written log, reports and evaluations. An Internship Project on a topic of interest to the student is required in order to demonstrate integration of theory with practice in health care administration. 3 credit hours

HCA 605 ELDERCARE COMMUNITY INTERNSHIP

A supervised 500-hour internship in a health care setting serving the elderly, such as a social service agency, an adult day care center, adult congregate living facility, or a retirement community. Requires a written log, report, and evaluations, as well as regularly scheduled meetings with both the field supervisor and faculty advisor. 3 credit hours

HCA 606 INTERNSHIP IN CARE MANAGEMENT

A supervised 500-hour internship in a geriatric care management organization or setting. Requires a written log, report, and evaluations, as well as regularly scheduled meetings with both the field supervisor and the faculty advisor. 3 credit hours

HCA 607 HEALTH CARE ADMINISTRATION INTERNSHIP

A supervised 500-hour internship in a health care setting in either an inpatient or outpatient setting. Requires a written log, report, and evaluations, as well as regularly scheduled meetings with both the field supervisor and the faculty advisor. 3 credit hours

HCA 665 GRADUATE PROJECT IN HEALTH CARE

The culminating graduate project option represents topics of professional interest selected by the student and approved by his/her advisor for its relevance and importance in the Health Care field for the 21st century. Project preparation begins in **MS 505 Applied Research Methods**, where a student selects an advisor-approved topic and develops a preliminary practice-oriented proposal.
Prerequisite: MS 505. 3 credit hours

MBA 500 MANAGEMENT AND ADMINISTRATION

An examination of management functions, concepts, and principles. Exploration of managerial roles and administrative implications of systems theories. Management theories applied to case studies. Preparation of schematic models to solve problems. 3 credit hours

MBA 510 LEGAL ASPECTS OF ADMINISTRATION AND MANAGEMENT

An advanced analysis of legal issues affecting organizations. Examination of common law and statutes relating to the development and operation of organizations. Study of corporate structure and legal liabilities affecting organizations. An in-depth analysis of legal case studies involving common law, federal, state, and local statutes. 3 credit hours

MBA 520 MARKETING MANAGEMENT IN A GLOBAL ECONOMY

Focus on the major decisions that marketing managers and top management face in their efforts to mesh the objectives, core competencies, and resources of an organization with the opportunities and threats in an increasingly global marketplace. Applications of marketing thinking to products and services for any organization whether profit or not-for-profit. 3 credit hours

MBA 525 MANAGEMENT INFORMATION SYSTEMS

An examination of key management challenges in building and using information systems, including: understanding system requirements for the environment in which the organization operates; creating an information architecture to support organizational goals; designing systems that managers can control and understand in a socially and ethically responsible manner.

Prerequisite: CMS 200 3 credit hours

MBA 530 QUANTITATIVE METHODS FOR DECISION MAKING

The decision making process and the role of management science in that process. Management science techniques include: statistical methods, mathematical programming, simulation, network models, decision analysis, waiting line models and inventory methods. *Prerequisites: MAT 221 and MBA 525* 3 credit hours

MBA 540 MANAGERIAL ACCOUNTING

Accounting as a managerial tool for business strategy and implementation. Key topics include: customer satisfaction, total value-chain analysis, continuous improvement, and planning and control techniques linked to key success factors. *Prerequisite: ACC 201* 3 credit hours.

MBA 545 MANAGERIAL FINANCE

An analysis and comparison of the various techniques that aid in the decision making process. Major themes stressed include: shareholder wealth maximization, cash flow management, the international aspects of financial management and the standards of ethical behavior adopted by managers. *Prerequisite: MBA 540* 3 credit hours

MBA 550 OPERATIONS MANAGEMENT

A comprehensive analysis and comparison of the various techniques that can produce increased productivity for manufacturing and service operations. Provides an opportunity to assess the methods used in striving for long-term strength and growth in economic enterprises. *Prerequisite: MBA 530* (3 credits)

MBA 560 INTERNATIONAL BUSINESS

International business differs from domestic business in that a firm operating across borders must

deal with the forces of three kinds of environments: domestic, foreign, and international. Learning to think in international terms by evaluating and mastering the relationship of the agents, conditions, and dynamic interaction of these environments. *Prerequisite: MBA 500*
3 credit hours

MBA 565 INTERNATIONAL FINANCE

Overview of the tools (e.g. hedging, swaps, counter trade) and methods that financial managers use to solve financial problems, emanating from fluctuating currency exchange rates, currency exchange controls, tariffs, taxes, inflation, and accounting practices. *Prerequisite: MBA 545*
3 credit hours

MBA 570 COMPARATIVE ECONOMIC SYSTEMS

Analysis and comparison of the highly divergent foreign economic systems. The major premise is that policies designed for economic conditions in one market may be totally unsuitable for the economic conditions in another. Highlighted are the most significant variables contributing to the uncontrollable forces in the environment that interface with economic systems. *Prerequisites: BUS 171 and MBA 560* 3 credit hours

MBA 590 BUSINESS POLICY SEMINAR

Capstone seminar for the M.B.A. program in which students are required to demonstrate their ability to integrate and apply theory to practice in case studies and experiential exercises that require the mastery of strategic thinking. *NOTE: Must be completed in the last term, or with Advisor's approval may be completed in the next to last term of study.* 3 credit hours

MBA 597 INDEPENDENT STUDY

Opportunities to explore both career directions and areas of individual interest.(1-3 credit hours)

MHS 362 HISTORY OF CHAMBER MUSIC

This course traces the evolution of the forms of chamber music and seeks to discover how and why this evolution came about. Through a large dose of listening, discussion and comparison of standard works, students will examine the complete history of chamber music. Regular listening and reading assignments will be made throughout the course. A term paper and in-class report are required. This course fulfills the Music History elective. 2 credit hours. *Prerequisite: Admission to the Conservatory or permission of instructor.*

MHS 363 HISTORY AND LITERATURE OF THE SYMPHONY

Students will listen to and discuss the development of the symphony orchestra as a medium and as an art form. Masterpieces of the major symphonists will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. A term paper and in-class report are required. This course fulfills the Music History elective. *Prerequisite: MHS 261.* 2 credit hours.

MHS 365 ART MUSIC OF THE AMERICAS

This course is designed to introduce the student to art music from Latin America, the United States, Canada and the Caribbean. Certain vernacular musical traditions will be included because of their significant role in the development of art music on the American continents.

This course will encourage the investigation of music literature that may be unfamiliar or uncommon and focus upon the musical achievements in the Americas. Composers included in the course are Villa-Lobos, Ginastera, Chavez, Champagne, R. Murray Schafer, Sousa, Griffes, Ives, Copland, Cage, Cowell, Armstrong and Ellington, among others. Fulfills the Music History elective requirement. 2 credit hours. Prerequisite: Admission to the Conservatory or permission of instructor.

MHS 366 CHORAL REPERTOIRE AND ART SONG

This course serves as an introduction to choral repertoire and art song from the Renaissance to the present. One objective of the course is to enrich the musicianship of each student by examining the vocal arts through the repertoire. Works by the following composers will be studied: Britten, Stravinsky, Brahms, Verdi, Beethoven, Machaut, Bach, Handel, Josquin, Schubert, Schumann, Wolf, Duparc, Debussy, Schoenberg and others. Fulfills the Music History elective requirement. Prerequisite: MHS 261 or permission of the instructor. 2 credit hours. Prerequisite: Admission to the Conservatory or permission of instructor.

MHS 367 SURVEY OF WORLD MUSIC

This course serves as an introduction to the folk traditions of various societies throughout the world. Some of the musics and musical traditions to be discussed include those of Africa, India, Indonesia, China, Japan, South America, Native Americans, African Americans, the folk music of Eastern Europe, as well as jazz and the influence of ethnic music on 20th-century classical music. Lectures will concentrate on placing these various musics in their proper social context with an emphasis on understanding the different ways that music can function. Musical examples will also be analyzed in purely musical terms. Regular listening and reading assignments will be made throughout the course. A term paper and in-class report are required. Fulfills the Music History elective requirement. 2 credit hours. Prerequisite: Admission to the Conservatory or permission of instructor.

MHS 368 AN OVERTURE TO OPERA

This course will introduce the student to the world of opera via study of its history and literature (surveyed chronologically), performance excerpts, and operas on video. Additionally, arias, and other short excerpts from a variety of styles will be transcribed for the respective instruments of students in the class. These arias will then be performed by the students in the class, and their interpretive insights and solutions will serve as models for comparison with a singer's solutions as revealed in historical and contemporary recordings. Fulfills the Music History elective requirement. 2 credit hours. Prerequisite: Admission to the Conservatory or permission of instructor.

MS 505 APPLIED RESEARCH METHODS

An examination of the methods of inquiry within the framework of management theory. Includes a critique of assessment issues in experimental and qualitative research, descriptive and exploratory studies in the management literature. Students design a research project and draft a research proposal. 3 credit hours

MS 560 FINANCIAL MANAGEMENT

Designed specifically for those working in the non-profit sector. Provides an overview of the principles of sound fiscal management that apply across the sector. Includes budgeting and planning appropriate for large and small organizations and entities. 3 credit hours

REC 511 PSDP RECITAL PERFORMANCE REQUIREMENT: CONCERTO

1 credit hour. Prerequisite: Admission to Conservatory.

REC 512 PSDP PERFORMANCE REQUIREMENT: MOCK AUDITION

1 credit hour. Prerequisite: Admission to Conservatory.

REC 513 PSDP RECITAL PERFORMANCE REQUIREMENT: CHAMBER WORK

1 credit hour. Prerequisite: Admission to Conservatory.

REC 600 PSDP PERFORMANCE REQUIREMENT: FULL RECITAL

The Recital 600 should consist of 70 to 90 minutes of music and should include an intermission. Repertoire should include a 20th-century work, and only complete works should be presented. At least one selection must be memorized. The instructor may require additional works be presented from memory. The student is to write the program and present it to the Dean's Assistant no later than two (2) weeks prior to the performance date.

Prerequisite: Permission of the instructor. 1 credit hour. Prerequisite: Admission to Conservatory.

NOTE: *Recitals are given only with the studio teacher's permission and guidance, and are graded by a committee of three faculty members: the student's studio teacher, one teacher from the string/piano faculty and one teacher from the wind/brass/percussion faculty. Each committee member assigns a letter grade to the performance; the overall recital grade is the average of the three. A grade of 'B' or above is required in order to receive credit. No credit will be given for a recital grade below a 'B'. The basis for grading includes proper preparation and memorization of repertoire. Meeting repertoire requirements, overall security and artistic development of the presentation. A student's major teacher has the right to cancel a student's recital if the teacher thinks that the student is not adequately prepared.*

SAM 530 SPORTS ADMINISTRATION

Application of management theory and practice to sports administration. Emphasis on organizing, structuring, and maintaining a successful department. Day-to-day operations reviewed along with facility management, fiscal and budgetary aspects, personnel selection and supervision, public relations, and office management. 3 credit hours

SAM 535 ISSUES IN INTERCOLLEGIATE AND PROFESSIONAL SPORTS ADMINISTRATION

An overview of critical issues of national interest in both collegiate and professional sports, Title IX, Gender Equity, scholarships and payment of athletes, recruiting policies, professional agents, and other current matters of prime importance in the field. 3 credit hours

SAM 597 INDEPENDENT STUDY IN SPORTS AND ATHLETICS ADMINISTRATION

Opportunities to explore both career directions and areas of individual interest. (1-3 credit hours)

SAM 610 PUBLIC RELATIONS AND DEVELOPMENT

Matters related to interactions with all constituencies of the sports arena: faculty, staff, alumni,

students, and fans. Emphasis on the interrelationship of these facets of public interests. Basic principles of public relations in sports and athletics administration and development activities. 3 credit hours

SAM 620 SPORTS PSYCHOLOGY

Study of selected and specialized current topics in the field of sports psychology. Included are the processes underlying and resulting from group interactions with particular reference to the study of personal growth in the areas of sports. 3 credit hours

SAM 621 SPORTS MEDICINE: TECHNIQUES IN THE CARE AND PREVENTION OF ATHLETIC INJURIES

Techniques and procedures designed to prevent injuries: preventative taping, injury recognition and immediate care of athletic injuries. Designed for athletic personnel and those interested in the field of athletic training. 3 credit hours

SAM 630 LEGAL ASPECTS OF ATHLETICS

General overview of the fundamentals of sports. Emphasis on those areas of sports law that impinge on the daily business routines of lawyers and sports professionals. Topics include: school, coach, and medical liability, as well as liability, injuries, warnings, waivers, contracts, and discrimination. 3 credit hours

SAM 631 SPORTS AND ATHLETICS GOVERNANCE

Introduction to the structure and principles of governance in Intercollegiate Athletics for institutions who are members of the National Collegiate Athletic Association and the National Association of Intercollegiate Athletics. Focus on the structure and responsibilities of the NCAA/NAIA, the constitution and bylaws, application of rules and regulations, the structure and responsibilities of the university/college compliance office, and ethics. Upon completion, members should be capable of passing the NCAA annual recruiting examination. 3 credit hours

SAM 665 GRADUATE PROJECT IN SPORTS AND ATHLETICS ADMINISTRATION

The Project is developed around an area of professional interest and importance. The project must reflect an integration of theory and practice, as well as demonstrate expertise in the subject matter. 3 credit hours

SAM 670 SPECIAL TOPICS IN SPORTS AND ATHLETICS ADMINISTRATION

Various topics of current interest not covered in other courses and particularly related to coaching administrative skills, which meet state certification requirements in education or other areas. 3 credit hours

SAM 680 BEGINNING INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION

The internship provides an opportunity to apply beginning knowledge and theory to professional practice. 3 credit hours

SAM 681 ADVANCED INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION

The internship provides an opportunity to apply advanced knowledge and theory to professional practice. 3 credit hours

THY 374 ADVANCED COUNTERPOINT AND FUGUE

The main goals of this course will be: (1) through the writing of strict "species" counterpoint exercises in 18th-century style to prepare the student to go onto (2) more advanced stylistic composition exercises employing true 18th-century forms, such as "dance" suite movements, two and three-part inventions, chorale preludes and fugues; and (3) to develop the student's ability to analyze, both in terms of harmony and form, contrapuntal compositions from the 18th century. The course will begin with strict species counterpoint and then move onto the specific style and techniques of 18th-century counterpoint. Listening assignments of selected works by J.S. Bach and others will be required. Fulfills the Music Theory elective requirement. Prerequisite: THY 252. 2 credit hours. Prerequisite: Admission to Conservatory or permission of instructor.

THY 375 TONAL COMPOSITION

This course involve imitation of basic forms of tonal music, and focuses on the techniques of motivic transformation, melody, harmony and rhythm. The weekly assignment is a short composition in a traditional form as a final project. Fulfills the Music Theory elective requirement. 2 credit hours. Prerequisite: Admission to Conservatory or permission of instructor.

THY 377 ANALYSIS FOR MUSICAL PERFORMANCE

This course deals with the detailed analysis of musical compositions with particular emphasis on the implications for musical performance. Some of the topics that will be discussed include articulation and phrasing; accent, rhythm and meter; the analysis of structural pitches; and the 'correct' stylistic interpretation. Students will be required to present in-class reports. They should also expect to prepare pieces for performance and to work together as an ensemble. Fulfills the Music Theory elective requirement. Prerequisite: THY 251, 253 and/or permission of the instructor. 2 credit hours. Prerequisite: Admission to Conservatory or permission of instructor.

THY 378 FINALE 98/MUSIC NOTATION

This course is designed to introduce students to the art of music notation using Finale98 software. Topics to be covered in this course will include professional notation, scores, piano music, lead sheets and real-time MIDI entry. 2 credit hours. Prerequisite: Admission to Conservatory or permission of instructor.

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PART 8

ACADEMIC CALENDAR

LYNN UNIVERSITY
2000-2001
GRADUATE ACADEMIC CALENDAR

August 2000

8/14 - 8/18	Term 4 Final Exams
8/16 - 8/20	BMT Cohort 4, Quadrant 6
8/25	Last date to apply for regular admission to Term 1
8/18	Last Day of Term 4

September 2000

9/18 - 9/22	TERM 1 REGISTRATION
9/23	MANDATORY Orientation for New Students (10:00 am - 12 noon)
9/25	Term 1 Classes Begin
9/29	Last Day of Drop/Add

October 2000

10/6	Last Day to Register for December Graduation
10/27	Last Day to Withdraw From Term 1 Classes

November 2000

11/8 - 11/12	BMT Cohort 4, Quadrant 7
11/18	Application Deadline for M.Ed. Comprehensive Examination
11/22 - 11/26	Thanksgiving Holiday
11/27 - 12/2	Term 1 Final Exams

December 2000

12/1	Last Day to Register for May, June & August Graduation
12/2	Last Day of Term 1
12/2	M. Ed. Comprehensive Examination (9:00 am - 12:00pm)
12/8	Last date to apply for regular admission to Term 2

January 2001

1/2/01 - 1/5	TERM 2 REGISTRATION
1/6	MANDATORY Orientation for New Students (10:00 am - 12:00 pm)
1/8	Term 2 Classes Begin
1/12	Last Day for Drop/Add

MILITARY TRAIL

February 2001

2/2	Last Day to Withdraw from Term 2 Classes
2/14 - 2/18	BMT Cohort 5, Quadrant 1
2/26	Last Day to Apply for Regular Admission to Term 3

March 2001

3/12 - 3/17	Term 2 Final Exams
3/24	Application Deadline for M.Ed. Comprehensive Exams
3/17	Last Day of Term 2
3/19 - 3/23	TERM 3 REGISTRATION
3/26	Term 3 Classes Begin
3/30	Last Day of Drop/Add

April 2001

4/7	M. Ed. Comprehensive Examination (9:00 am - 12:00 pm)
4/14 - 4/16	Holiday
4/27	Last Day to Withdraw from Term 3 Classes

May 2001

5/5	COMMENCEMENT
5/16 - 5/20	BMT Cohort 5, Quadrant 2
5/11	Last date to apply for regular admission to Term 4
5/26 - 5/28	Memorial Day Holiday
5/28 - 6/2	Term 3 Final Exams

June 2001

6/2	Last Day of Term 3
6/4 - 6/8	TERM 4 REGISTRATION
6/11	Term 4 Classes Begin
6/15	Last Day of Drop/Add

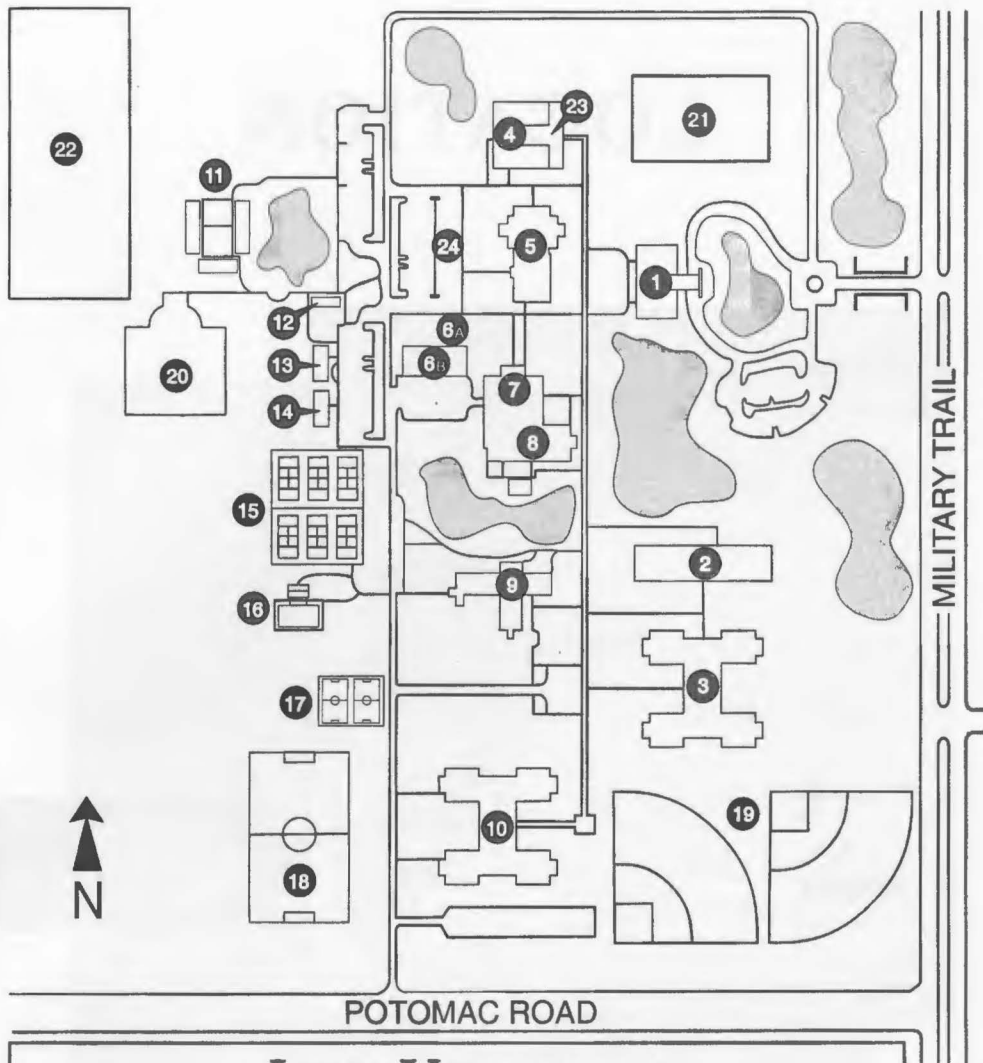
July 2001

7/4	Independence Day Holiday
7/13	Last Day to withdraw from Term 4 Classes

August 2001

8/13 - 8/18	Term 4 Final Exams
8/15 - 8/19	BMT Cohort 5, Quadrant 3
8/18	Last Day of Term 4
8/24	Last date to apply for regular admission to Term 1

NOTE: Miller Analogies Examination administered at Lynn University once each month. Call the Graduate Admissions Coordinator at (561)237-7849 for more information.



LYNN UNIVERSITY

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|---|---|---|
| 1. SCHMIDT COLLEGE CENTER
EXECUTIVE OFFICES
ADMISSION OFFICE
FINANCIAL AID
PROFESSIONAL AND
CONTINUING STUDIES OFFICE | INFORMATION TECHNOLOGY
6a. BOOKSTORE
6b. MAINTENANCE BUILDING
7. THE CHRISTINE ROOM
8. LYNN STUDENT CENTER
9. TRINITY HALL
ATHLETIC OFFICES | 21. LYNN LIBRARY
22. PARKING FACILITY
23. SENSORMATIC WING
24. de HOERNLE INTERNATIONAL CENTER
COLLEGE OF EDUCATION |
| 2. LYNN RESIDENCE HALL
3. FREIBURGER RESIDENTIAL HALL
4. ASSAF ACADEMIC CENTER
5. GREEN CENTER
BUSINESS OFFICE
REGISTRAR
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OFFICE OF ACADEMIC AFFAIRS
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STUDENT SERVICES
11. RITTER ACADEMIC CENTER
12. HOSPITALITY MANAGEMENT OFFICES
13. GRADUATE STUDIES OFFICES
14. CAMP OFFICES
20. de HOERNLE SPORTS AND CULTURAL
CENTER | McCUSKER SPORTS COMPLEX
15. TENNIS COURTS
16. SWIMMING POOL
17. BASKETBALL COURTS
18. SOCCER FIELD
19. BASEBALL FIELDS |

LOCATION





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